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Volume IX
Number 1

THE MORGAN COLLEGE BULLETIN

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Morgan College Bulletin

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THE NEW NEGRO

His Political and Civil Status and Related Essays

By William Pickens, Lit. D.

Dean of Morgan College, Baltimore, and author of several important works.

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and

Lecture Course

1916—17

COLLEGE CHAPEL

Fulton and Edmondson Avenues

ENTERTAINMENT WILL BEGIN PROMPTLY AT 8:15 P.M.

Course Ticket 50 Cents.

BAZAR, February 16th—Admission Free.

Thursday and Friday, February 15th and 16th—LECTURE and BAZAR. Dr. Alonzo T. Jones, Editor of Religious Liberty, Washington, D. C., LECTURE: *Abraham Lincoln: The American, the Man, and the Christian.*

February 15th —Admission 10 cents.

Friday, March 9th Mrs. Coralie Franklin Cook of Washington, D. C., LECTURE: Admission 10 cents.

Friday, April 6th—Rev. Rufus Wychoff, Ph. D., LECTURE Subject' *The Efficient Optimist*—Admission 10 cents.

Friday, May 4th—Annual Concert by Music Pupils—Admission 15 cents.

The Morgan College Bulletin

VOL. IX JANUARY, 1917 NO. 1

E D I T O R I A L S

CO-OPERATION FOR A NEW MORGAN COLLEGE.

By Wm. Pickens

WITH the movement of colored people northward and with the growing importance of Baltimore as an industrial center, Morgan College stands face to face to-day with unusual opportunities. The College is already within easy reach of one-hundred thousand colored people. The colored population of Baltimore is going to increase rapidly, because of the opportunity for colored men to work in the great industries, especially in the vast steel plant which Mr. Charles M. Schwab is erecting at Sparrow's Point.

The College stands before the general public to-day better, perhaps, than it has ever stood. We can easily get more students than we have dormitory room for. A new site, a spacious campus and commodious dormitories will be the finishing touches to its preparation for an unparalleled development.

But in order to meet these opportunities and take advantage of them, there must be steadiness, sobriety and common-sense. The same forces which have hitherto co-operated in the making of Morgan College, must still work together, even more consistently and persistently than ever. There are the four Conferences, two white and two colored; there are the Trustees, white and colored; there are the teachers, white and colored. All of these elements are valuable and necessary, and all of them must be made the best use of. We can not go forward with Morgan College with the absence or apathy of any one of these agencies.

The day may come when colored people may be able, and may find it necessary to bear all of these burdens. But at present it is expedient to have help. The colored race at present, however, has a monopoly on the chief thing, the *benefits* of the institution, for all of the students are colored.

THE METHODIST CHURCH A UNIT.

THE Board of Home Missions and Church Extention of the Methodist Episcopal Church rejoices in the victory for temperance achieved in the recent election and in the widespread area now existing in the United States entirely free from the saloon and legalized liquor traffic. In this work of reform this Board is vitally interested and to it the Board is wholly committed. We send our congratulations to our Board of Temperance, Prohibition and Public Morals upon its large and influential part in recent victories and current achievements and we heartily unite with that Board in its further plans for legislation in indivi-

Garrett Biblical Institute
Evanston, Illinois

dual states, for the abolishing of the liquor traffic in all territory under control of the Federal Government and for the securing of laws excluding liquor advertising and solicitation from the mails, and for such other reforms as will bring as speedily as possible the complete suppression of the liquor traffic everywhere under the flag.

We look forward to a world free from the iniquity of this traffic. We rejoice in what has been accomplished in various parts of the world. And we ask our Board of Temperance and Public Morals to take all necessary steps to secure international world-wide cooperation to the end that states and nations now dry may not be allowed to return to their former conditions, and that the dream of a dry world may speedily become a living reality.

BISHOP W. O. SHEPARD
BISHOP R. J. COOKE
BISHOP W. F. MCDOWELL.

TWO GREAT EDUCATIONAL MASSMEETINGS.

THE great Half Century Campaign to raise $50,000 of a projected $150,000 fund among the colored people as a Half Century Offering to the cause of education was officially launched on Friday, December 8th when District Superintendents, pastors and laymen were welcomed in a conference at Sharp St. M. E. Church in the afternoon. Mr. E. Walter Giles of the Board of Trustees of Morgan College presided.

President Spencer presented a report embodying the plans for the campaign and a brief resume of the school during the half century of its existence. Bishop Earl Cranston followed with a strong address in which he forcibly urged the necessity for loyalty to the interests of the Church on the part of pastors and officers. The Bishop expressed his firm conviction that the Washington Conference could and would accomplish any task to which it set itself. He paid a glowing tribute to the foresight and sagacity of Bishop McDowell who now becomes the resident Bishop of this area. "Under the leadership of Bishop McDowell," the Bishop concluded, "I am sure the Conference will rally as a unit to any program which may be adopted.

Bishop William F. McDowell next took the floor and spoke at some length on the report as presented by President Spencer. The Bishop said in part, "Whenever I listen to a report I am always concerned with two things—what the report says and what it means. The lack of dormitory facilities at Morgan College as brought out in this report means that it is impossible for the school to train members of Negro youth. Forty-five students in the college department of Morgan College is not enough from the Washington and Delaware Conferences. It of course shows a progress because in 1866 you could not have got together a group of Negroes like this to discuss anything at all. You have come a long way since 1866 but you have not yet arrived. You will hvae progressed a long way from your present standing by 1966.

I repeat that forty-five students is not enough at Morgan College for just so far back a race is as a whole, by just that much does it numbers and training in those who guide it. The presence and fate of any education in any race depends

AUG 13 1924

upon the presence of higher education in that race. The task may at first look difficult but we must have faith that it can be done. Nothing was ever accomplished on the basis of doubting that it could be done. Victory must be first faith and then fact—a deed must be in the heart before it is accomplished by the hand. To those who advance the argument that without education they have become in a measure successful I would say, your position cannot be reached by the generation to come without more thorough preparation. The world is not going to be as easy with your boy as it was with you. I firmly believe we can do this and make a success of this campaign if we follow the practical plans being made and place our trust in God."

Binding

At the conclusion of the Bishop's address the floor was open for discussion and Dr. O'Connell, field agent for the College, Judge Morris A. Soper and others were heard.

At eight o'clock in the evening representative audiences assembled in Sharp St. M. E. Church and John Wesley M. E. Church for the two public massmeetings.

At Sharp Street Bishop Cranston delivered a forceful address on the duty of the people toward this great opportunity offered to help the cause of education. The Bishop voiced the hope and belief that the people of the Washington and Delaware Conferences would rally and support this worthy cause according to the plans laid down. Dr. William Pickens, Dean of Morgan College, spoke on the plans being made and outlined briefly the progress which has been made during the past as a forecast of what might be expected in the larger development of the school. The audience was entertained by the School Glee Club until the arrival of Bishop Anderson who had contracted to speak at both meetings. The Bishop arrived a little late and somewhat weary but plunged immediately into his subject which was a recapitulation of what had been said to urge the enthusiastic support of the Conferences. The Bishop laid great stress on the point that only by giving are we able to retain the goods of this world.

At John Wesley M. E. Church, Rev. P. O'Connell, the field agent for Morgan College together with Bishop Anderson and President Spencer met in a rousing session with the good people of South Baltimore. Subscription blanks were passed around at both meetings and a goodly number of names added to the rapidly growing list.

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L I T E R A R Y

A SQUARE DEAL.

By A. M. Carroll

IN EVERY phase of human activity, there is a plea for fair play or a square deal. No individual cares to identify himself with any cause be it business, political or social if he thinks he will not get a square deal.

The student enters the school and as long as he feels that there is an even chance for promotion, his courage keeps high; if on the contrary, he finds or has a reason to suspect unfairness, his ideal is lowered and ambition ceases to urge him onward. But it is not my purpose to speak of men and women of the business and social world, and plead for them a square deal, but I plead with the student to give to "Words" a square deal.

Man is distinguished from the lower animal by the instinct of speech. All students of language should become familiar with the anatomy and physiology of the organs of speech, *viz:* the lips, the teeth, the tongue, pharynx and throat. Enunciation would then be clear and distinct.

We must be willing to take time for final endings such as *-ed, -ing* and the apostrophe (*'S*). We must also be brave enough to stand the ridicule of school mates when we attempt to pronounce correctly such words as: sorr*ow*, wind*ow*, pot*atoes* and Feb*ru*ary.

An important condition of good pronunciation and correct speech, is the power to form clear memories of sound, the combination of certain letters and how the accent falls on certain words. For example the accent falling on the first syllable of certain words produces the noun; and on the last syllable, produces the verb, example: de*sert*, *des*ert, con*duct*, *con*duct, pres*ent*, *pre*sent.

A writer's or speaker's success depends largely on his choice of words. How easily an audience may be charmed by the fluent speaker, who has the power to draw such vivid word pictures of scenery that they see with him the thing of which he speaks. On the other hand the audience is correspondingly disgusted with the speaker, whose slang expressions, pedantic and provincial terms offend its æsthetic taste.

Do not be guilty of verbosity or the use of too many words in expressing an idea. Give the mother tongue the right of way; be unwilling to appear learned by the use of foreign words or phrases; make constant use of the dictionary. Keep on the best terms with words; be not afraid to entertain them and make them your own. If you are willing to give them the square deal you will never repent of the good action done.

Solomon says, "A word fitly spoken, is like apples of gold in pictures of silver." Be fair with the conjunction do not overwork it; cease to impose upon good nature by having the adjective do the work of the adverb. Beware of the double negative. Are you not aware of the fact that a double negative signifies an affirmative? So if you are anxious to convey to your fellows certain impressions do not counteract thoughtlessly your good intentions.

In looking up the meanings of words, be careful to get the various

shades of meaning for words like color have many shades and variety is the spice of life in words as well as in every other phase of human activity.

Finally let your words be gracious and kind for there is no wound so penetrating as an unkind word and no balm so soothing as a loving word.

HOW HAPPINESS MAY BE FOUND.

By Ethel Mae Gillespie

HAPPINESS comes from exercising the best that is in us. We do not find true happiness in things outside of us, but it is developed from within. Some people think happiness comes from money; money merely provides us with comforts and freedom from the cares of poverty. Many rich people are unhappy. They have the means of purchasing what they thought would bring happiness, but the happiness itself has eluded them. On the other hand, some of the poorest people in the world are the happiest.

Some people find happiness in reading, whether for pleasure or study; some in roaming about the earth; others in leisure, that is, freedom from care or business worry; still others in idleness, I mean, shifting the work they ought to do upon others. "An idle brain is the devil's workshop," so the result of this leads to the breeding of unwholesome thoughts. Many other people find their happiness in friendship and social intercourse, and there are others who think happiness can be manufactured, but it cannot,it must grow from within just as the plant grows from the seed. Whatever we sow, we expect the harvest to be of the same kind. Should we sow selfishness, selfishness we shall reap; if we sow happiness, our harvest will be happiness. Nothing material can of itself produce happiness. In the ancient myth, King Midas asked that everything he touched might be turned to gold, for then he would be perfectly happy. But when his clothes, his food, the flowers he plucked, and even his little daughter were all turned to gold, he begged that the golden touch be taken away. He learned that his happiness could not come from his wealth even in gold.

Happiness is found in simplicity. The simple joys and treasures of the heart make happiness. Happiness is a mental state of mind. Thousands of men and women are searching the world over for happiness as though it existed in the material things rather than the state of mind. Chasing happiness over the world is without consequence, for no pursuer has ever yet found it. We must pick our crumbs of happiness out of any situation in which we may be thrown, whether pleasant or disagreeable. The essentials of happiness are a pure heart and mind. It can exist in homes with carpetless floors and wooden benches, just as well as in mansions with every luxury. Our minds ought always to be filled with pleasant thoughts, thoughts of uplifting others, thoughts of love, sweet, beautiful thoughts. We should determine to get into harmony with all the world, and never harbor a thought of jealousy, hatred or ill-will toward any human being. We are really happy when we are in harmony with the best that is in us, the noble and the divine. In order to solve a mathematical problem correctly, we must follow laws of mathematics. In order to be happy we

must conform our lives to the laws of God. Man is made upon the plan of harmony and rectitude. His happiness comes from his straight forward dealings, with his companions, his giving and helping others, from his doing his very best every day. Our lives were intended to be one grand sweet song. Our happiness is the result of our life work, the harvest of our sowing.

MORGAN COLLEGE

WEDDINGS

A pretty wedding attracting the attention of friends from the city and distant points took place on Tuesday evening, December 19th, at the home of the bride's parents, 2106 St. Paul Street, Baltimore.

Rev. William Ketcham Anderson and Fannie Emeline Spencer were united in marriage by Bishop Wm. Anderson of Cincinnati, father of the bridegroom and Dr. John O. Spencer, President of Morgan College, Baltimore, father of the bride, the impressive ritual of the Methodist Episcopal Church being used.

The bridegroom is a graduate of Wesleyan University, Middletown, Conn., class of 1910 and of Union Theological Seminary, New York City, class of 1914. At present Mr. Anderson holds the importrnt position of Methodist University pastor at Ohio State University, Columbus, Ohio.

The bride is a graduate of Goucher College, Baltimore, class of 1913, a member ot the Alpha Phi Fraternity, and since her graduation has been Registrar of Morgan College, Baltimore. She has also taken courses in voice culture in Peabody Conservatory of Music under the instruction of Professor Charles Boschau and until recently has been the leading soprano in Franklin Street Presbyterian Church, Baltimore.

At 8 o'clock Miss Elsie Melamet delightfully entertained the gathering company with three vocal selections. Professor Boschau at the piano played the wedding march while the bride came in preceded by her sister Josephine Gertrude as flower girl and by Miss Ruth Anderson, sister of the bridegroom, as maid of honor. Dr. Eric North of Ohio Wesleyan University admirably took the part of best man. Over one hundred guests from the city, from Cincinnati, Columbus, Philadelphia, New York, Toronto and other points offered their congratulations to the happy couple. The bridal presents were numerous and exceedingly beautiful.

The catering was in charge of Mr. James Hughes and was carried out with his usual promptness and success.

The bridal couple left for the Adirondacks on their honeymoon tour and after the holidays will reside in Columbus, Ohio.

Miss Eslander V. Thomas, music teacher at Morgan College, was married to Rev. Julius C. Johnson, Jr. in Sharp Street Memorial Church, December 6th.

Mrs. Annie Hazelton-Lee succeeds Mrs. Johnson as music teacher.

We take the following account of the wedding from *The Afro-American:*

On Wednesday evening at 7 o'clock Miss Eslander V. Thomas, the only daughter of Dr. and Mrs. I. L. Thomas, and Rev. Julius C. Johnson Jr., son of Mr. and Mrs. Julius C. Johnson, Deputy Grand Master of G. U. O. of Odd Fellows, were united in holy matrimony in the presence of a large and fashionable audience at Sharp St. Memorial M. E. Church.

Drs. W. A. C. Hughes, I. L. Thomas, C. E. Hodges, M. J. Naylor were the participants in the performance of the wedding ceremony.

The bride who was given in marriage by her father, made a charming picture in white duchess satin, draped with Georgette crepe, embroidered with pearls. Her court train of Irish point lace together with her bridal veil caught with orange blossoms greatly enhanced her charm. She carried a beautiful shower bouquet of bridal roses and lilies of the valley.

The maid of honor, Miss Marie Orme, of Washington, D. C., was charmingly attired in white satin combined with silver lace and tulle and carried a bouquet of pink carnations.

The bridesmaids, the Misses Noel Johnson, sister of the groom, Mary Bragg, Eula Watkins, Kate Taylor, were beautifully attired in gowns of blue, pink, canary, green taffeta drapèd in Irish point lace. Each carried a staff on which was tied a large beautiful bow of ribbon matching the color of their dresses.

The groom was attended by his brother, Mr. John M. Johnson, as best man, and groomsmen, Mr. Charles S. Brooks, of Philadelphia, Prof. James I. Minor and Mr. Clarence A. Mayo, of Washington, and Mr. Marcellus Walker. The ushers were Messrs. Walter Webb, Allen Ebb, Grafton Moore and Oscar C. Dorsey. The flower girls, Miss Ruby Pickens, daughter of Dean Pickens, Miss Lotta Howard, wearing white lace dresses and Master Morteza Sprague, son of Mr. and Mrs. Sprague, of Washington, added the touch of youthfulness and happiness to the party.

The bride's mother, Mrs. Thomas was attired in a black silk draped in spangled net. The groom's mother Mrs. Johnson, wore black satin trimmed in fur and crystal.

After the ceremony a reception was held at the bride's residence, 2111 Druid Hill Avenue from 7.30 to 9.30.

Among the out-of-town guests present were: Mr. James F. Needham, of Philadelphia; Mr. W. David Brown, of New York; Mr. John N. Goins and Mr. Henry P. Slaughter, of Washington; Mrs. Ford and Master Ware, of Falls Church, Va.; Mr. and Mrs. Wm. Fletcher, of Annapolis; Mrs. J. Albert Moore, of Princeton, N. J.

SCHOOL NOTES AND NEWS

BALTIMORE, Md.

MORGAN COLLEGE

On December 15th, The Friends of Africa contest was held at the College. The following program was rendered:

Music - - - Glee Club
Physical Features of Africa, Mrs. Laura Wheatly
The Ancient Civilization of Egypt, Mr. Edward Trotman
The Natives of Africa, Miss Louise Morton
Poem, Africa, - Mr. Joseph Grant
Music - - Student Orchestra
The Missionary Problem in Africa, Miss Josephine Brown
Missionary Motives and Aims, Miss Bertha Munson
Africa's Indebtedness to Christian Missions, Miss Nellie Watkins
The Ultimate Success of Missionary, Miss Lena Stuart
Poem, Africa's Plea, Miss Anna, Cooper
Music - - Student Orchestra
David Livingston, Miss Manila Crews
The Regeneration of Africa, Mr. James Webb
David Livingston, Mr. Maslin Pinkett
The European Nations in Africa, Miss Addie Johnson
Poem, The Land of Promise, Miss Hattie Grant

All the girls of Morgan College Dormitory spent their holidays at home or with friends with the exception of two Misses Crews and Kelly. Judging from their action on January the second they did not regret that they had to remain in the dormitory.

The Girls' Club of Morgan College which was organized in the spring of 1916, has been re-organized. All new members will be gladly welcomed.

The girls of Morgan College have been working hard at their athletics. They hope to win many games in basket ball before the season is over.

The members of the English Chatauqua B are preparing for great work this year. Its newly elected officers are: Misses B. Munson, president; Hattie Grant, vice president; Manila Crews, secretary and L. Dunlap, treasurer.

—*R. E. Moore.*

November 15, '16, William T. Bell of the Junior class in response to the desire of the college men to form a Greek letter fraternity, has brought forth a plan of such a fraternity. An enthusiastic meeting of the college men was held in the chapel at luuch hour. Here Mr. Bell unfolded his plan.

In the course of speaking he informed us that we ought and can have a Greek letter fraternity. He told us that a year after we have formed our fraternity we would be affiliated with a similar organization of Howard University. Without going into further details Mr. Bell asked all those in favor of such a fraternity to signify by holding up their hands. Everyone present held up his hand.

Then the body proceeded to elect Mr. W. T. Bell as temporary president and Mr. Langford as secretary.

—*D. J. Camper.*

The Third Year Class met in a class meeting January 2nd, 1917, with many New Year's greetings.

Mr. Edward Dorsey was visited by his sisters, Misses Beulah and Anna Dorsey of Orange, N. J.

Mr. Albert Valentine spent the Holidays in the city visiting his friends.

Miss Elma Riley spent the Holidays in Washington, D. C., visiting friends.

Mr. Wilmore E. Waters spent the Holidays in Salisbury, Md., with his father and mother, Rev. and Mrs. W. E. Waters.

Mr. Thorgues Sie spent the Holidays in Centreville, Md., with some of his friends, and during which time he preached many sermons and delivered many addresses.

Mr. Wm. J. L. Hughes spent the Holidays in Cambridge, Md., with his father and mother.

Mr. Charles D. Price spent the Holidays in Stillpond, Md., with his father and mother, Rev. and Mrs. P. W. Price.

Miss Aurelia Testman spent the Holidays visiting friends in the city.

Miss Lillian Chandler spent the Holidays partly in Washington, D. C., and in Baltimore, visiting friends.

Mr. Joseph McDouglas spent the Holidays in Philadelphia visiting his friends.

—*John F. Monroe.*

LYNCHBURG, VA.

Virginia Collegiate and Industrial Institute

The student body was divided into four clubs, each having a captain as leader. They gave various entertainments beginning with Friday evening, November 17th, at which time a "Penny Social" was given. On Friday evening, November 24th, an "Indoor Picnic" was given. On Friday evening, December 1st, a "Match Social" was held. All of these entertainments were very unique and amusing.

The final entertainment of the four clubs together was held at Jackson Street M. E. Church, Thursday evening, December 7th, at which time a musical and literary programme was rendered. On Friday, December 15th, a "Japanese Wedding" was held in the auditorium of the school, given by the Captain of Club Number 4.

Mr. William Terry, visited his daughter Miss Grace Terry, Sunday, December 3rd. He was accompanied by Mr. James Odey, of Bedford City, Virginia.

Professor Trigg has been appointed President of Bennett College, Greensboro, N. C. We are indeed sorry to give him up; but we cannot insist upon his remaining. He has been to Greensboro to attend to certain buisness matters connected with his presidency, and he seems to be very well pleased with his future home.

The "Glee Club" of the Virginia Collegiate and Industrial Institute sang at the white Y. M. C. A. building Friday afternoon, December 8th.

The school re-opened on January 1st to resume it's work. All classes are now busily engaged in preparing for the first semester examinations.

Most of the students went home to spend the Holidays with their parents and friends. The pleasant and restful change of the Holidays has enabled them to return to their studies with renewed energy and zeal.

Miss Maggie Taylor, a teacher at Bennett College, Greensboro, N. C. was the guest of her sister, Mrs. E. P. Trigg, during the holidays.

On Sunday, January the 7th, our

new Principal made his first appearance in our midst. He arrived from Little Rock, Arkansas, Saturday night, and came to the school after the Sunday services, accompanied by Dr. J. O. Spencer, President of our mother school.

We cannot express our profound regret for the loss of our Principal Prof. Frank Trigg, who has labored here so faithfully for the past seven years. On the other hand we welcome most heartily his successor, Prof. L. M. McCoy. Our new Principal has begun his work with great ambition and zeal, and from all indications, we are certain that he is going to do his very best for continued progress and success of the school.

On Monday evening, January 8th, President Woods and student body of the Virginia Seminary, gave a reception, to bid God speed to Prof. Trigg and to welcome Prof. McCoy.

The reception was a very excellent affair. There were numerous testimonials from prominent public men, expressing their appreciation of Prof. Trigg's faithful services as an educator and wishing him success in his new field of labor.

Among the many speakers, were: President Woods, of the Virginia Seminary; Rev. E. J. Ruddock, pastor of Jackson Street M. E. Church; Mr. Houston and Prof. Gordon, of Bennett College.

On Wednesday evening, January 11th, a reception and banquet was given at Jackson St. M. E. Church by the Ladies' Aid Society in honor of Prof. Frank Trigg and Prof. McCoy.

The Morgan College Glee Club rendered the music for the occasion. Mr. Moszee, a teacher in the Colored Grammar School, and President Woods delivered short addresses in behalf of the noble work of our departing Principal. Rev. Johnson, of Court St. Baptist Church, enlivened the program by his pleasantry and witty remarks.

At the close of the reception, a gold fountain pen was presented to Prof. Trigg, as a token from the Ladies' Aid Society of Jackson St. M. E. Church.

—V. T. Hayward, Class, '18.

The Living Endowment Fund

for

Morgan College and Branches

THOSE WILLING to subscribe to this endowment will pledge a certain sum and pay five per cent interest on this sum on or before March 1st of each year and will continue to do so as long as able.

¶ Those who make payments on the principal sum will have both principal and interest reduced in proportion to payments made.

Pledged and Paid to December 31st, 1916:

NAME	Total Pledged	Due	Paid on Principal	Paid as Interest
A Friend in Delaware Conference*	$100.00			
The Faculty and Tutors of Morgan College:—				
J. O. Spencer	100.00	1918		
William Pickens	50.00	1917		
Charles E. Young	50.00	1926		
James H Carter	100.00	1922		
Charles A. Johnson	50.00	1920		
Ida L. Linstid	25.00	1921		
W. A. Johnson	100.00	1925		
Coralyn L. Clark	50.00	1921		
M. L. Calloway	50.00	1919		
Bertha L. Munson	25.00	1918		
Lula M. Briggs	25.00	1921		
Edmund B. Trotman	25.00			
Hattie M. Grant	25.00	1921		
Ida R. Cummings	100.00	1917		
Levi B. Miller	1.00	1917		
George W. Stewart	1.00			
Isaac L. Thomas	50.00	1918		
Mr. and Mrs. H. A. Whittington	25.00	1918		
Emma Moore	5.00	1917		
M. J. Naylor	20.00			
William E. Grant	1.00	1917		
S. H. Truxon	10.00	1917		
Emma J. Truxon	20.00	1917		

*$25.00 to be paid by April 4th, 1917.

The Half Century Fund

for

Morgan College and Branches

THIS FUND to mark the half century since the chartering of Morgan College is to be spent in securing site, making improvements at the Branches, paying debts and adding to the endowment of the College.

The Washington and Delaware Conferences have pledged to raise $50,000 toward this Fund. Others will also contribute.

The name of each person contributing one dollar or more will be published in the Morgan College Bulletin month by month with the totals carried forward each month.

Subscribed and Paid to December 31st, 1916:

DELAWARE CONFERENCE	Total Pledged	Paid	Balance
Mt. Joy, Wilmington, Del. .....J. W. Jewett	$170.00	$1.00	$169.00
Haven, " " C. S. Spriggs	130.00	11.00	119.00
Ezion, " " W. F. Hemsley	505.62	16.62	489.00
E. Calvary, Philadelphia, Pa...C. A. Tindley	360.00		
Bridgeton, N. J.....J. E. Cook	24.00	8.50	15.50
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The large number of names makes it difficult to print the whole list of subscribers this month. We hope to begin the list next month.

1867 HALF CENTURY 1917

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OUR

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Founded, 1867

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Church..... .... Conference.....
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Volume IX
Number 2

THE MORGAN COLLEGE BULLETIN

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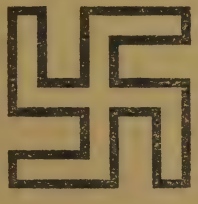

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1917

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Morgan College Bulletin

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PRINCESS ANNE, MD.

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Managing editor—President J. O. SPENCER, PH. D.
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THE NEW NEGRO

His Political and Civil Status and Related Essays

By William Pickens, Lit. D.

Dean of Morgan College, Baltimore, and author of several important works.

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1916—17

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Course Ticket 50 Cents.

BAZAR, February 16th—Admission Free.

Thursday and Friday, February 15th and 16th—LECTURE and BAZAR. Dr. Alonzo T. Jones, Editor of Religious Liberty, Washington, D. C., LECTURE: *Abraham Lincoln: The American, the Man, and the Christian.*

February 15th—Admission 10 cents.

Friday, March 9th Mrs. Coralie Franklin Cook of Washington, D. C., LECTURE: Admission 10 cents.

Friday, April 6th—Rev. Rufus Wychoff, Ph. D., LECTURE Subject' *The Efficient Optimist*—Admission 10 cents.

Friday, May 4th—Annual Concert Music Pupils—Admission 15 cents.

The Morgan College Bulletin

VOL. IX FEBRUARY, 1917 NO. 2

Editorials

National League on Urban Conditions Among Negroes

The printed report of the League for 1915–16 is very enlightening. It shows the work done in many cities: New York, Detroit, Richmond, Norfolk, Atlanta, Louisville. A city whose name is conspicuous by its absence is Baltimore. There is no city in the Union where such work is more needed. Baltimore has one of the largest Negro populations and is a boarder city with a variety of conditions back of its problems. We recommend this field to the League.

—*Wm. Pickens.*

———O———

Methodist Union

The joint commission of the Methodist Episcopal Church (North) and the Methodist Episcopal Church (South) met in Baltimore in January to take steps toward uniting the two Churches. There were two colored men in the Northern group, Dr. Robert E. Jones, and Dr. I. Garland Penn.

Nothing was accomplished except a frank exchange of opinions. This may mean much, however, for negotiations are not yet broken off. The South is not yet prepared in mind to accept the Negro members of the Northern Church as full members in a united Church. They may be some day. Who knows? Miracles have been wrought before.

It is good for the Northern brethren, however, and for the Negro, to have the Southern brethren express their position officially and unmistakably.

—*Wm. Pickens.*

———O———

The Dunbar High School

It is a great plant stretching the full block on First Street, N. W., from N Street to O Street. It cost $580,000.00. It has a grand auditorium, ample gymnasia, finely equipped laboratories, libraries, reading rooms, an armory and drill room for military training, and a delicious swimming pool. But the best thing of all is its eleven hundred bright, clean and keen boys and girls. It is a fit tribute to the ambition and lofty spirit of the black poet. He could have no better monument in the Nation's capital. Paul Laurence Dunbar had only a high school education. It was his ambition to go to Harvard, but, as he told me, that ambition was never real-

ized for the simple reason that he wanted to be independent and work his own way there and therefore refused help which was offered him.

One other fine thing: the progress of the Negro race is shown by the fact that all of the splendid teachers of this institution, and every officer, from superintendent and principal down to the engineers, are colored men and women. And they are a corps of teachers that could man any High School anywhere in the world. From *The Crimson and Black*, the school paper, we take from the many beautiful thoughts by many, two of the most beautiful from the pen of two teachers: The sonnet to the school, by the gifted Miss Angelina W. Grimke, daughter of Archibald Grimke, and the tribute to Paul Laurence Dunbar, by Miss Jessie Fauset, the beauty of whose mind has often reached us thru the *Crisis*, (See this issue of "Bulletin.")

The poet's mother attended the week of dedication of the school named in honor of her son, and she was cheered by the free-hearted boys and girls with a degree of enthusiasm which would have struck envy to the heart of an onlooking Roman goddess.

Contact with the young makes all men young again: the young have the touch of youth.

—*Wm. Pickens.*

To The Dunbar High School

(A SONNET)

Angelina W. Grimke

AND she shall be the friend of youth for aye:
Of quick'ning youth whose eyes have seen the gleam;
Of youth between whose tears and laughter stream
Bright bows of hope; of youth, audacious, gay,
Who dares to know himself a Caesar, say,
A Shakespeare or a Galahad. The dream
To him is real; and things are as they seem,
For Beauty veils from him the feet of clay.

How holy and how wonderful her trust—
Youth's friends—and, yes, how blest. For down the west
Each day shall go the sun, and time in time
Shall die, the unborn shall again be dust;
But she with youth eternal on her breast,
Immortal, too, shall sit serene, sublime.

President's Message

EDUCATIONAL MASS-MEETING IN PHILADELPHIA

EAST CALVARY M. E. CHURCH opened her doors to give hearty greetings to our workers in the interest of the Half-Century Fund on Monday, December 11th.

In the afternoon the Bishops, District Superintendents and workers met in an informal conference, Rev. W. J. L. Hughes, Superintendent of the Salisbury District, presiding and Mr. Herbert S. Wilson, Supervisor of colored schools of Somerset County, acting as secretary. As the Conference had approved the call issued by the General Conference, this meeting was practical in its nature and after considering plans unanimously requested the Superintendents to place the matter of the Half-Century Fund before the churches.

In the evening, tho the weather was very stormy, a fair audience met to welcome Dr. Pickens, Dean of Morgan College, and Dr. P. O'Connell our field agent and Bishop William F. Anderson. The chief speech on the program fell to the lot of the Bishop who gave an inspiring address on the whole field. Cards were circulated and some $300.00 pledged to the Fund. Encouraging reports were also received from other sections.

Bishop Joseph F. Berry, resident Bishop of Philadelphia, was unable to be present but sent the following letter of encouragement to the people of the Delaware Conference:

THE METHODIST EPISCOPAL CHURCH,
BISHOP'S RESIDENCE, 930 48TH ST.,
PHILADELPHIA, PA., DEC. 9, '16.

J. O. SPENCER, PH. D.,
MORGAN COLLEGE,
BALTIMORE, MD.

MY DEAR DOCTOR:

My repeated presidency of the Delaware and Washington Conferences has convinced me of the splendid work being done by Morgan College with its branch schools. If in all its history the institution had done nothing more than train two dozen ministers whom I have met in these Conferences, then its career has been notably successful. I have no doubt that the work of the College has produced equally good effects in the Industrial and Normal Departments.

Your work has my most hearty endorsement. An education is important under any conditions, but under the special conditions

which confront the young people in your territory, it is impossible to write about the matter in terms sufficiently emphatic. You have my good wishes and earnest prayers. I trust that this year the preachers of the Delaware Conference will awake to a sense of their duty as they never have before, and sustain the schools of Morgan College with a degree of enthusiasm that will be simply glorious.

CORDIALLY YOURS,

JOS. F. BERRY.

Dr. Pickens delivered a vigorous speech and was ably seconded by Dr. O'Connell.

A quartette from the Morgan College Glee Club consisting of Messrs. Leonidas James, Melbourne Langford, Edward Wilson and Lucian Ayers was present and helped to entertain the audiences both on Sunday and Monday the day of the meetings.

By special arrangement with the Philadelphia and New Jersey Preachers' Meeting, Dr. Pickens and the Morgan contingent obtained the order of the day. Dr. Pickens made the main address which was very well received. Rev. Dr. Watchorn, of the Preachers' Meeting, made a telling exhortation to give to the colored man industrial and religious justice.

Paul Laurence Dunbar

Jessie Fauset

SOME times a little dream comes true. And even this is surprising. But that he, the boy of humble parentage and black in a country where complexion is a shibboleth, should persist in and realize a vision as great as his—this is at once the challenge and inspiration of all our ardent, throbbing youth. No romance of roving sea-captains or dashing soldiery reads more splendidly, more suprisingly than this—he began life as an elevator-boy, he ended it as his country's foremost poet. That was a far cry nor could he have failed to divine the weariness of the way. Fancy the courage, the intrepidity of that straining young brain which led him up the tortuous path from povert and deprivation, past the morasses of prejudice and despair to the broad fair road of success and recognition. This is achievement.

His was the vision without which men perish. It comes to few and he bore his generous allotment, in all its glancing splendor, far beyond our ken. But he left a monument, an inspiration which shall leaven the prosaic lot of thousands, yes in its final reaches, of millions of people. Now that Dunbar High School, like a city set upon a hill, rears her head aloft and proudly sends forth her sons and daughters, no one can guage the lands and language to which his portent shall carry. And so though like young Lycidas, he died, "died ere his prime," how shall we think of him as dead.

THE ATMOSPHERE

MILTON L. CALLOWAY

WONDERFUL is the atmosphere! Everything that inhabits the earth is living in an ocean of atmosphere. Tons upon tons of atmospheric pressure are resting upon animals as well as plants. The atmosphere is not for sale. "Free to all." Throw up your windows and open your doors and allow the lungs a free chance at fresh air. They are crying for more air; the health officers are pleading for more air. Every living organism is dependent upon the air for existence. The whole earth has a depth of seven or more miles of atmosphere—an abundant supply. Each one can take all that he wishes without infringing upon the rights of his neighbor. Why not each one get his share of this wonderful gift from God

In analyzing the atmosphere we have found that the two elements which seem to associate (without affinity) and finally mix themselves together are nitrogen and oxygen. We call these air. There are several other elements and compounds that have been found to exist in the air but none are essential to life as the one element, oxygen. Technical analysis shows that there are traces of argon, neon, Xynon Krypton, carbon dioxide, carbon monoxide, hydrochloric acid, sulphuric acid, ozone chloroform, ammonia, ether and many others which I shall not mention here. Some of these are poisonous and others non-poisonous. They are so adjusted as to keep down all injury that might be inflicted upon the human system. "Breathe freely;" take deep breaths and saturate the body often with Nature's healing remedy.

Aside from the number of chemicals which are found in the air, there are also found millions upon millions of small organisms which are called bacteria. These bacteria are found largely in districts where it is close, dark, and damp; where the air is polluted. Those who occupy such districts are in great danger of being exposed to all kinds of germs, thereby spreading diseases through out the community and city. It has been found that from such conditions ten thousand babies are killed yearly in New York City. This shows that bacteria only bring diseases and death. How is your city? How is your community? If the health officers should visit you would they pollute their garments? Let every one take an interest in his neighbor's health thereby securing his own health.

Powerful is the atmosphere! The plants cannot carry on photosynthisis without being in its presence. Animals cannot have oxidation in their bodies without being in its presence. We take in about a half a liter of air at each breath and remove from this about 5 per cent of the oxygen giving to it about 7.5 per cent. of carbon dioxide (CO_2) The nitrogen is unchanged. The oxygen at all times is accounted for but no account is taken of the nitrogen that enters the body of animals. The nitrogen has its function as well as oxygen. It goes to form urea $CO(NH_2)_2$ and is finally converted into uric acid $C_5H_4N_4O_3$. Join the athlete when he cries for, more air! more air!

Great is the atmosphere! Greater than most people stop to think of. If it were not for the atmosphere sound would not be transmitted to every human ear, heat would be poorly conducted and vision would be very short indeed. The scientist has realized long ago the power of the atmosphere and recommend that every creature drink freely the air of the breezy summers and of the cold misty winters.

I must not close this article without speaking of the intellectual atmosphere that seems to hover around some cities. What about Boston? The very name suggests culture, refinement, intellect. And great Athens! Whose schools had a very little to do with that culture and refinement that came through the atmosphere. The aim of their education was the beautiful. It was the Atmosphere that was saturated with that high culture and refinement that made Athens beam forth as a beacon light through out all Greece.

Let there be fresh air campaigns and let these campaigns extend through out every community so that every living thing can cry with one voice Fresh air! Fresh air! Fresh air!

PRINCESS ANNE ACADEMY

MUSIC

LUCIE E. MOORE

THIS subject is such a vast one, and can be treated under so many different forms, that one in seeking information gets lost in sea of knowledge, and hardly knows which course to take.

The word music has many definitions, some of which are very beautiful. Someone has said "Music is the universal language of mankind, Music is the science which teaches the properties, dependencies of melodious sounds." Herbert Spencer said "All music is an idealization of the natural language of passion."

The origin of music is unknown. We might say the voice of man was the first music. Is this true? God created the heaven and the earth and all things. But man was created last after His own image. Thus if we follow the order of succession of life forms it was here before man. Does not nature in the warbling of the birds, in the buzzing of the insects wings, in the ripplng of the brooks and the sighing of the winds, produce some of the sweetest music? Then can we not agree with the ancients and say that it exists in the Eternal Nature of Things and was created by a Celestial Being.

The development of this art was comparatively slow. It probably started with improvement in man's speech, for even it is musical. From speech it advanced one step and became an instrument in the religious services, a mode of expressing his feelings in the form of ballad singing, and a means to excite him to heroic deed in war. In this form it remained without much improvement until the beginning of the Christian Era. Then it was introduced into their church services. This music was very slow and being attached to a very crude poetry was drawled out in a very unmusical manner.

Music did not remain in this crude form long. Other improvements followed close one after another. Since we have spoken of the origin of music, and a few improvements in the development of music; we think it wise to pause here until some future time.

Virginia Collegiate and Industrial Institute

The Picture on the Chapel Wall

Rebecca Valentine, '18.

ON OUR dear old Chapel wall
By the window looking west
Hangs a gold-edged picture
Of one we love the best.

II

Why do we love the picture
With so much love and grace?
Because it shows the countenance
Of one honored by our race.

III

The face thereon portrayed
With so much skill and art
Is of our loved principal
Whose memory lives in our hearts.

IV

We love the gold-edged picture
Because the face tho' brown
Portrays those sterling qualities
That token great renown.

There his hair is dark in hue
But to-day is silvered gray,
And the picture ere reminds us
Of one beloved alway.

VI

There his face was full and round
But to-day is thin and tan,
Thus his picture still reminds us
Of an honored Negro man.

VII

Tho' high positions called him
We love him just the same
And, the picture still reminds us
Of his love and honored name.

VIII

So the picture in the chapel
By the window looking west,
Ever shall in truth remind us
Of the one we love, the best.

SCHOOL NOTES AND NEWS

MORGAN COLLEGE

On Jan. 7th Dean Pickens addressed the Y. M. C. A. in Philadelphia, and on the Jan. 14th, the Y. M. C. A. in Baltimore.

On Jan. 11th, Mrs. Holmes, a W. C. T. U. worker of Baltimore, brought to the College Mrs. Parsels, National Organizer of W. C. T. U., who delivered a stirring temperance lecture.

After sifting all the Preparatory classes, the following are chosen to take part in the preliminaries for the Morgan Preparatory and Storer College Contest:

Fourth Year—Anna Cooper, Lucian Ayers and James D. Williams.

Third Year—John H. Monroe, Lillian Chandler and Thorgues Sie.

Second Year—Ellen Mills, Joseph Grant and Irvine Anderson.

First Year—Rosa Brown, Sarah Powell and Emily Thompson.

The colored people of Baltimore fittingly celebrated the 100h anniversary of the birth of Frederick Douglass.

Ruby Annie Pickens, the youngest of the three children of Mr. and Mrs. Wm. Pickens, celebrated her 6th birthday on Jan. 9th, 1917.

The Maryland State Teachers' Association met in the Christmas holidays in Salisbury. The meetings were helpful, especially the discussions of summer school problems. Principal D. S. S. Goodloe was re-elected President, and only minor changes made in other offices.

At the beginning of the second semester, the members of the Preparatory Class of 1917, felt encouraged over the success they have had in the midyear examinations. We are now looking toward the time for graduation with light and happy hearts.

On Friday night, the 26th of January, the 4th year class gave a programme at the Ciceronian Literary Society, which was rendered with credit to the class and enjoyed by the audience.

Messrs. James and Iglehart Williams made a good showing in the basket ball game between the High School and Morgan College on January 26th.

—*Addie J. Johnson.*

The Third Year Class met on January 1st, 1917, to elect officers for the second semester. The following officers were elected:

President—John F. Monroe
Vice Pres.—Thorgues Sie
Secretary—Albert Valentine
Treasurer—Edward Dorsey
Critic—Joseph McDouglass
Editor—John F. Monroe

The new officers were installed by Wilmore E. Waters, Jr. He gave the officers many instructive words.

We, the Third Year students of Morgan College Preparatory Department, are trying to do our best to become men and women of whom our race well be proud. We ask the prayers of every one who reads these words, that God may abundantly bless and endow us with wisdom and knowledge, so that we will be enabled when we leave the College to go out into the world and help lift the lowly of humanity.

The Professor of Geometry asked one of the students, "What is the shortest distance between two points?" The student replied "The nearest way, Professor."

—*John F. Monroe.*

MISCELLANEOUS

CLASSES AMONG NEGROES

In an interesting article in the current number of the *Southern Workman*, a former Fellow of the Phelps-Stokes Foundation at the University of Virginia, who has made a serious study of the condition of the Negroes in the country in which the University is studied, classifies them as entrepreneurs, tradesmen, professional men and women, laborers, and domestic servants. "The tendency," he says, "toward a 'group economy' is becoming more and more apparent with the development of Negro life in the South. For the full development of this condition, however, it is a corollary that the masses must be efficient producers, because it is always on this element of the population that the professional and other classes must ultimately rely. We have seen how, while many of the Negro landowners are taking advantage of the opportunities of the soil, there are many who, because of ignorance or insufficiently high standards, are not efficient producers. The problem, then, is to raise the standards and then raise efficiency to a degree capable of satisfying these standards."

—*Southern Workman.*

CONGRESS MUST CHOOSE BETWEEN WHISKEY AND THE PEOPLE!

Congress will pass a bill excluding liquor solicitation from the mails in response to the demand of seven thousand editors, representing one-third of all the publications in the United States, in response to the demand of the entire membership of every evangelical church, in response to the demand of social organizations and social workers without number, in response to the uplifted and angry voice of the people—millions of them—or it will refuse to do so in response to the command of the organized liquor interests.

This question will not be sidestepped. It cannot be passed by in the night. If it is not acted upon; if by quibbling and the use of technicalities and the raising of doubtful points of order a vote upon it is prevented, blame heavy, and black will be thrown upon the men who are directly responsible for the circumstances.

—*The Methodist Board of Temperance.*

DEAN PICKENS' NEW BOOK

"No man can serve two masters" said a Hebrew wise man, but evidently Hugh Auld had no knowledge of this wisdom for he hired Frederick Douglass out as a helper to the carpenters in a Baltimore shipyard, back in the thirties of the last century, and the great man, who was to become the greatest of his day, served as helper not to one carpenter, but to all of the seventy-five.

"All had an equal claim to his time and obedience. He had seventy-five masters, when as he suggests, one was bad enough. He was to answer the beck and call of each one, even if they all beckoned and called at the same time. He tells how, as a bewildered boy he received impossible and simultaneous orders from these hard men: 'Fred come help me count this timber here'—'Fred come carry this

timber yonder.'—'Fred bring that roller here.'—'Fred go get a can of fresh water.'—'Fred come help saw off the end of this timber.'—'Fred go quick and get the crowbar.'—'Fred hold on the end of this fall.'—'Fred go to the blacksmith's shop and get a new punch.'—'Haloo, Fred run and bring me a cold chisel.'—'I say, Fred, bear a hand and get up fire under the steam box as quick as lightening.'—'Hullo, nigger, come turn this grindstone.'—'Come, come; move, move! and bowse this timber forward.'—'I say, darkey, blast your eyes! why don't you heat up some pitch?'—'Halloo, Halloo, halloo, (three voices at the same time) Come here; go there; hold on where you are. Dam you, if you move I'll knock your brains out.'"

These were the intolerant conditions in Baltimore which made Douglass resolve upon escape to the North, and when successful a bitter foe to the slave holder whether he lectured in America or abroad. It was from such beginnings as these that Frederick Douglass, whose one hundredth birthday anniversary was celebrated this month, rose to the position of foremost abolitionist, member of the upper house of the legislature in the District of Columbia, Marshall and Recorder of Deeds for the District, Minister to Haiti and president of the Freedmen's Bank.

Three of the chapters of Dean Picken's well written and well printed book, "The New Negro" are devoted to sketches to Frederick Douglass, Alexander Hamilton, and Abraham Lincoln, whom he terms a "Negro, a near-Negro, and a white man," referring to the colored blood of Alexander Hamilton. More important and no less interesting are the several chapters setting forth the views of the intelligent Negro of this generation upon the race question.

There are chapters upon "Fifty Years after Emancipation."'Grounds of Hope," "Industry," "Education," "Lynching" and the "Ultimate Effects of Segregation." Therein he too only takes the white man, North and South, to task, who little suspected, that "the ultimate test of both his government and his religion lie in his relation to that silent, accommodating black man," but he urges his brethren in black to quit attempting to manage the white man as Br'er Rabbit managed Br'er Fox by his superior wits: indirection, circumlocution and cunning. "The greatest need in America today between white and black people is an era of frankness and honest expression of opinion."

No clearer exposition of the thots and apirations of the young colored man in this generation have been expressed than in Dean Picken's "The New Negro."

"The New Negro"—His political and Civil Status and Related Essays, by William Pickens, Lit. D., Dean of Morgan College, Baltimore. 1916 —Neale Company, Publishers, N. Y. $1.50 net.

The Living Endowment Fund

for

Morgan College and Branches

THOSE WILLING to subscribe to this endowment will pledge a certain sum and pay five per cent interest on this sum on or before March 1st of each year and will continue to do so as long as able.

¶ Those who make payments on the principal sum will have both principal and interest reduced in proportion to payments made.

Pledged and Paid to December 31st, 1916:

NAME	Total Pledged	Due	Paid on Principal	Paid as Interest
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The Faculty and Tutors of Morgan College:—				
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*$25.00 to be paid by April 4th, 1917.

The Half Century Fund

for

Morgan College and Branches

THIS FUND to mark the half century since the chartering of Morgan College is to be spent in securing site, making improvements at the Branches, paying debts and adding to the endowment of the College.

The Washington and Delaware Conferences have pledged to raise $50,000 toward this Fund. Others will also contribute.

The name of each person contributing one dollar or more will be published in the Morgan College Bulletin month by month with the totals carried forward each month.

Subscribed and Paid to December 31st, 1916:

DELAWARE CONFERENCE	Total Pledged	Paid	Balance
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Haven, " " C. S. Spriggs	130.00	11.00	119.00
Ezion, " " W. F. Hemsley	505.62	16.62	489.00
E. Calvary, Philadelphia, Pa...C. A. Tindley	360.00		
Bridgeton, N. J.....J. E. Cook	24.00	8.50	15.50
Siloam, Chester, Pa. .....I. G. Penn, Jr.	6.85	5.85	1.00
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Mt. Zion, " "....D. D. Turpeau	32.00	1.00	31.00
Wash. Memorial, D. C.....L. A. Carter	12.00		12.00
Cory M. E. Church, Cleveland, O.....	40.00	40.00	

The large number of names makes it difficult to print the whole list of subscribers this month. We hope to begin the list next month.

1867 HALF CENTURY 1917

INFORMATION

CONCERNING

OUR

SCHOOLS

MORGAN COLLEGE, BALTIMORE, MD.
Founded, 1867

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Volume IX
Number 3

THE MORGAN COLLEGE BULLETIN

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Issued Monthly

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UNIVERSITY OF ILLINOIS

MARCH
1917

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Morgan College Bulletin

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PRINCESS ANNE, MD.

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John O. Spencer, President.

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Managing editor—President J. O. SPENCER, PH. D.
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Charles Edmund Young
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THE NEW NEGRO

His Political and Civil Status and Related Essays

By William Pickens, Lit. D.

Dean of Morgan College, Baltimore, and author of several important works.

Printed in large type, leaded, and substantially bound in cloth; $1.60 postpaid

THE NEALE PUBLISHING COMPANY

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and

Lecture Course

1916—17

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Course Ticket 50 Cents.

BAZAR, February 16th—Admission Free.

Thursday and Friday, February 15th and 16th—LECTURE and BAZAR. Dr. Alonzo T. Jones, Editor of Religious Liberty, Washington, D. C., LECTURE: *Abraham Lincoln: The American, the Man, and the Christian.*

February 15th —Admission 10 cents.

Friday, March 9th Mrs. Coralie Franklin Cook of Washington, D. C., LECTURE: Admission 10 cents.

Friday, April 6th—Rev. Rufus Wychoff, Ph. D., LECTURE Subject' *The Efficient Optimist*—Admission 10 cents.

Friday, May 4th—Annual Concert by Music Pupils—Admission 15 cents.

The Morgan College Bulletin

VOL. IX MARCH, 1917 NO. 3

Editorials

Military Training Camp For Colored Army Officers

Major General Leonard Wood, of the United States' Army, commanding the Department of the East, proposes to organize and maintain a camp for colored men similar to the one for white men at Plattsburg, N. Y., if at least two-hundred colored men will apply. There is naturally difference of opinion among colored people as to the wisdom of accepting a separate training camp. The opinion of the writer is best shown in the two letters that follow:

FEBRUARY 27, 1917.

DR. J. E. SPINGARN,
9 W. 73RD STREET,
NEW YORK CITY, N. Y.

MY DEAR MR. SPINGARN:

Your circular calling for colored men to volunteer for the training camp for colored officers in the volunteer service of the United States, has been received. I recommended it to our students and will recommend it to others, because I believe in the wisdom of it. With separate colored military units, like those that already exist in the United States army, a distinct training camp for colored officers would be logical, and what is more than logical it would be a decided advantage to the promotion and rise of colored men in the army. As mere scattered individuals in a white training camp, any white man could be easily jumped over their heads. With a separate and distinct proposition, such as the one you mention, this species of discrimination would hardly be possible and would at least be much less of a temptation.

I hope the thing will succeed. I can see no more possible menace in it than I can see in the existence of the Tenth Calvary.

YOURS TRULY,

WP–EW WILLIAM PICKENS.

* * *

J. E. SPINGARN,
9 W. 73RD STREET,
NEW YORK, N. Y.,
FEBRUARY 28, 1917.

DEAN WILLIAM PICKENS,
BALTIMORE, MD.

DEAR DEAN PICKENS:

I am delighted with your letter, and I shall use it in the way you suggest. It is good to meet common sense in

a courageous fighter. I should like to think that I have both qualities too.

You cannot imagine what anxiety and thought I have given to this question of a training camp for colored officers. I hate segregation; I believe it un-American and wrong. But if there is war, there is likely to be conscription of all able-bodied men; and I felt that I could not forgive myself if I saw black millions serving in the ranks and had not lifted a finger to help them to positions of leadership. It seems to me that at this critical moment there is no service greater than fitting the best colored men for leadership in the event of war.

When the colored regiment was formed here in New York, I did all I could to have as many colored men made commissioned officers as possible. But the answer in most cases was irrefutable: there are not any men who have had sufficient training to be commissioned. There and then I determined that if there were war, the military authorities would not have the same excuse; there and then I determined that the colored men must have the training at all hazards and in any effective and speedy way possible. With two or three hundred properly trained officers, we can make a fight for a wide-open army; we can fight against segregation itself if we only have the men to put forward to fight it with.

I am proud that the first reaction of some of the colored papers is unfavorable to my proposal, for I should like to think that the National Association for the Advancement of Colored People and *The Crisis* had something to do with the bold and manly way in which colored opinion is now beginning to express itself. But I know that in the end they will realize I am right. In any event, they may be sure that I shall never desert their cause until I am dead.

FAITHFULLY YOURS,

J. E. SPINGARN.

———O———

Absentee Criticism

A Caucasian woman said: "O, I hate those old Chinese!" "Why?" some one asked her.

She replied: "Because they are all so immoral and criminal-minded." "O, you are acquainted with them," was the rejoinder.

"No, I am not," she said excitedly, "you don't suppose I should ever be willing to know anything about such people, do you?"

And yet she did not realize the poor logic and the untenableness of her position.

This same sort of logic characterizes much of the criticism we hear now-a-days against men, measures and institutions. Men criticise without a knowledge of the object of their criticisms. Often an inch of investigation could be made a substitute for a yard and a half of criticism. Organizations are usually most strongly criticised by some of the hostile people on the outside, who know not of what they speak.

When we are going to criticise, the first thing to do is to investigate. Morgan College is an institution which any well-behaved person can have the privilege of looking into. Do not stand off and guess, but come and see and be convinced.

—*Wm. Pickens.*

PASSING OF MRS. ROBERT E. JONES

The wife of the noble editor of The Southwestern Christian Advocate died on January 13, 1917. We publish herewith the following account of her well-spent life:

MRS. Valena C. MacArthur-Jones was born at Bay, St. Louis, Miss., August 3, 1872. Her father, Eldridge MacArthur was a man of unusual training for his day as the positions which he occupied show. He was principal of the public school, tax assessor, tax collector, post office inspector and had the confidence of both races. He was the founder of St. Paul Methodist Episcopal Church in the Bay which was organized in his house. He was a prominent member until his death.

Mrs. MacArthur, mother of the deceased, was born in Natchez, Miss. still lives and remains a woman of fine character and of great faith.

The deceased was converted while a student in Leland University at the age of 13 and joined the Methodist Episcopal Church when she returned to her home the following summer. For a brief period she was a student of New Orleans University but spent most of her years of training at Straight University from which she graduated in 1892. The only surviving members of that class now are Miss Hattie Feger, principal of Miro Public School, this city, and Mrs. Alice Moore Dunbar-Nelson, Miss MacArthur was regarded as a model student. As early as 15 years of age she began teaching and at 16 held a first grade certificate and helped her father in the post office and in his office as assessor and collector. At 20 she graduated from Straight University, and was elected principal of the public school in Bay St. Louis. After two years she resigned and accepted work in the city of New Orleans and taught in McDonough No. 24 for five years and was considered as one of the best teachers in the system. On January second, 1901, in St. Paul Methodist Episcopal Church, Bay St. Louis, she was united in marriage to the Rev. R. E. Jones. She has been a faithful helper to her husband and it was known to all she was an important member of the staff of the Southwestern Christian Advocate. She was for years secretary of Woman's Auxiliary of the Y. M. C. A. and was interested in many movements for social uplift. She was known as a kind neighbor, as a faithful and obedient daughter, a devoted mother and conscientious and helpful wife and with-al a respected citizen.

It was on April tenth she underwent the first operation with perfect surrender and faithful trust in the Almighty. On the last day of August she underwent the second operation and shortly afterwards when it was known that her case was beyond relief of medical science she was informed

and was perfectly resigned to her faith until the end. Many beautiful and touching incidents can be told of her sick room experience. On being asked did she have a knowledge of Christ's presence she said "Yes, so real is His presence that when I wake I expect to see Him sitting at my bed side." On the wall in her bedroom was a reproduction of Hoffman's Christ in Gethsemane and she would refer to Him repeatedly as "her pitying Christ," she said that He knew her condition and surely He did pity her in her suffering. When some one remarked to her about her suffering, she replied that she did not suffer nearly so much as Christ. Everyone was impressed with her cheerfulness during her affliction. Prof. J. H. Lovell has preserved this impression in the following poem.

Altho she suffered much she was always cheerful and whenever a visitor was permitted to her room, in spite of her pains she would bring to the surface that smile that made her friends and warmed many a heart. She died early Sunday morning, fifteen minntes after one o'clock. She was a member of the Methodist Episcopal Church during her entire life and in her latter years was a member of Trinity Methodist Episcopal Church.

Enduring Afflictions

Dedicated to Mrs. R. E. Jones by

Prof. J. H. Lovell

GOD'S ways we oft in wonder scan,
And often vainly try,
When heavy falls the stroke on man,
To find the reason why,
The evil and the good must meet
With sad misfortune and defeat,
Must taste the bitter and the sweet—
There's not a tearless eye.

To "suffer long", though and be "kind",
Ah, truly this were love;
Enduring pain with tranquil mind
Is virture from above.
The bouyant faith that does not quail
When men and skill and science fail
To thwart the impending shaft's avail,
Comes from the Heavenly Dove.

Afflictions sore! yet light, nor long,
When with the Master borne;
The bitter pangs though fierce and strong
Are of their sharpness shorn;
The heart refined to know no guile,
The face retains a cheerful smile
To greet the friends who pass the while
And sainthood to adorn.

Sweet peace be thine, O trustful heart,
Complacence thy repose;
May every care from thee depart
That temporal things compose;
And though the transient world recede
Safe rests thy life in faith and deed,
And Heaven supply thy every need
Until the eternal morn.

PRINCESS ANNE ACADEMY

APPEAL FOR AID OF DESTITUTE NEGROES OF LOWNDES COUNTY, ALABAMA

LETOHATCHIE, LOWNDES CO., ALA.,
JANUARY 17, 1917.

We the undersigned committee, appointed by the citizens of Lowndes County, Letohatchie, Ala., to solicit aid for the destitute and hungry Negroes of this section, occasioned by the absolute crop failure of this year brought about by the storms and rains through the entire months of July and August together with the ravages of the boll weevil, respectfully ask our more fortunate citizens to help us care for these unfortunate, starving people.

The Montgomery Daily Advertiser of Montgomery, Ala., has from time to time through its columns referred to these conditions, but "the half has never been told."

In as much as our neighboring counties, including Montgomery, are in the same zone with us, and, therefore, obliged to care for their own suffering, we are taking this method of asking our good friends from a distance to help us.

What little corn there was raised on the hill lands has been distributed by the landlords and merchants indiscriminately, and without renumeration, and now that this meager supply has been exhausted, the negroes are face to face with dire distress. There is much sickness due to exposure, as many men, women and children are without shoes and very poorly clad. The landlords made no attempt to collect last year's rents and advances, and it is easy to conjecture their financial condition or ability to contribute.

Help us, remembering the scriptural injunction: "He that giveth to the poor lendeth to the Lord."

Any cash contributions can be sent to A. J. Jenkins, Chairman Relief Committee, and any clothing, whether new or second hand, or provisions, to C. P. Rogers, Agent L. & N. Railroad Co.

A. J. JENKINS
Manager Western Union Tel. Co.
C. P. ROGERS
Agent. L. & N. R. R. Co.
W. L. ADAMS. Post Master
W. B. McPHERSON, Physician
W. E. WHITLEY, Merchant
F. HERLONG, Merchant
R. L. GRANT, Farmer

* * *

The above appeal was brought to the attention of the student body and members of the faculty of Princess Anne Academy by Principal T. H. Kiah on the morning of January 18, 1917 in the chapel. In response to the Prin-

cipal's pathetic appeal in behalf of the suffering Negroes of this particular county, the sum of $14.00 was raised, and in less than an hour was sent by postal money order to the relief of those people. Such rapid response as this, toward charitable ends, has never before been made in this Institution. That such willingness and readiness to cooperate were shown, in this most worthy cause, is due mainly to the untiring efforts of our Principal to instill that missionary spirit into the students.

The contribution was gratefully and thankfully received, as is shown by the following letter which came in acknowledgement of the same:

LETOHATCHIE, ALABAMA,
JANUARY 20TH, 1617.

MR. THOS. H. KIAH, A. M.,
PRINCESS ANNE, MD.

DEAR SIR:

Permit me in behalf of the destitute, tne committee, and myself, to thank you, the Faculty, and the Student body, for your kind contribution to the fund, for relief of our destitute colored friends and neighbors. We are doing our best and all of these amounts help us.

Last week the contributions enabled us to furnish one and a half pounds of meat, one quarter of a peck of meal each to the adults, and what little was left over was divided among the poor hungry little children. In the meantime some kind friends contributed clothing etc. and this too is placed where it will serve best purposes. If you will permit me to impose on your valuable time, I would like to refer to just one day—last Sunday, one of the committee went with me in a delivery wagon, some miles in the country. At the first house, a one room cabin, we found a poor woman with nine children, as we entered she was in the act of giving them their days allowance, this consisted in about three big spoons full of mush in an old tin can (each one had his little can) when we inquired where she got the meal, she said she sold the little butter and milk from her one poor cow that she had, and secured about one half peck meal, this was all she had.

We gave her a twenty-four pound sack of flour and some meat and a little coffee and sugar, the tears rolled down her cheek and she said, "Some how, I felt like the good Lord would not let my little children starve", mother like she never made any reference to her poor impoverished and emaciated self.

At another place, there was a poor woman who had consumption, her husband died a few weeks ago with the dreaded disease. She had three children and when we administered to her, she said, "Please Boss, ask some of the good folks to send me a piece of old rug to put down by my bed, it is so cold at night to have to get up on the cold floor".

Another cabin was visited some distance off of the road, In this we found a poor old man, he was sitting in an old chair in the middle of the room with what cover he had around him (it was freezing weather). When I asked him why he did not have a fire he said he was too feeble to get a little wood, and that he had nothing to eat for two days, he had about a bushel of peanuts, that was all we found in the house. I must ask permission to divert a moment to say, I never in my life cut wood and made a fire that afforded me more pleasure than this. I could go on indefiinitely naming

hundreds of such cases, but this is to simply give you some insight to conditions.

The good people here (white and colored) men and women are dividing their last crust with the hundreds of destitute and as stated you can see at a glance how much good this $14.00 will do.

We made nothing last year, and with nothing in the way of prices the year before it is easy for you to conjecture conditions. I am enclosing herewith a copy of appeal you can possibly pass it to some good friend who might want to help our poor destitute colored people remembering the Divine injunction, "He that giveth to the poor lendeth to the Lord.

With the hope that the riches blessings of Him who is the giver of all good and true gifts, will be your lot.

I AM SIR,
YOURS MOST TRULY,
A. J. JENKINS,
Chairman Relief Committee.

———O———

KNOWLEDGE AS ONE OF THE FUNDAMENTALS TO SUCCESS

S. H. DIX

KNOWLEDGE as one has said, "is not only that Divine science by which we are enable to discover the best end, and to pursue it by the most proper means but it is also the whole of that heavenly teaching that shows us both ourselves and God, directs us into all truth." It is the power of the mind to accomplish the best results by the best means possible. Bacon has said that knowledge is power.

The more one knows concerning human life and its surroundings the better able is he to sustain life and to make the environment conducive to a healthy and robust body.

Because of the stress and strain, the hustle and bustle of life and the amount and quality of work now accomplished by man within a life time it requires a greater knowledge of life and its preservation on the part of the individual. For that reason men have learned the most scientific methods for administering to life. Thousands yea, millions have been snatched from the jaws of death through the knowledge and skill of the modern physician. Well did the Great Physician of physicians say after having healed the sick and the afflicted and given sight to the blind, "Greater works than these shall ye do."

By means of knowledge man has been able to harness nature and make her the servant of man.

Through the knowledge of physics man has increased his efficiency to do work a hundred fold. He has constructed machines and mechanical devices by which one man can do the work of several hundred.

The mechanical power of the wedge, lever, screw, pully and of the inclined plane is of inestimable value to man in his daily domestic affairs. Many of our kitchen utensils are constructed on the plan of the screw, wedge and lever. All of the modern hygiene and sanitary inventions are due for the most part to man's knowledge of physics and chemistry.

Man has made vacuums of air his great servants. By means of air

vacuums in pumps man has drawn water and oil from the deep recesses of the earth. He has made the air vacuum in the cylinder head of the engine a means for driving the engine and thus setting thousands of factories and mills singing the sweet songs of industry.

The human mind has no bounds or limitations. Truly has it been said, "That man has desended into the bowels of the earth and walked in safety on the bottom of the sea. He has raised his head above the clouds and made the impalatable air his resting place."

Riches and honor are secured through wisdom and thrift. The knowledge of markets and commodities and commercial centers has been the means of adding untold wealth to individuals and governments.

Position and rank in life have been gained in many instances an account of the knowledge and skill possessed by the person himself.

Men because of their superior knowledge and their great help to mankind have broken down the racial barriers that have confronted them and have been enrolled among the sages, heroes, bards and benefactors of the world. Truly has it been said, "If you can preach a better sermon, write a better book or build a better mouse trap than your neighbor, though you build your house in a woods the world will find a beaten path to your door.

That personality which is developed through superior knowledge and good character gives respect distinction and influence to man. There is a marked improvement made in the appearance, bearing and personality in general of a boy or girl who enters a good academy, college or university and becomes a real earnest conscientious student. He or she soon becomes attractive and influential in the school among both student and teachers and a source of light and life in the world. For as Solomon says, "A man's wisdom makes his face to shine."

God has the profoundest regard for man's wisdom and knowledge of Him and of His will. He has given the wise the keys to His great storehouses of nature.

He has either called men to do the greatest service to mankind who were already endowed with great intellect or who after being chosen were endowed with great wisdom.

"Wisdom Divine who tells the price
Of wisdom's costly merchandise?
Wisdom to silver we prefer
And gold is dross compared to her.
Her hands are fill'd with length of days
Free riches and immortal praise.
Riches of Christ on all bestowed
And honor that descends from God."

———O———

FARMERS' CONFERENCE

Friday and Saturday, April 27 and 28 are the days set apart for the Farmers' Conference to be held at Princess Anne Academy. You are cordially invited to be present with your friends.

There will be lectures given by specialists of the United States' Bureau of Agriculture at Washington, D. C., and the Maryland State College of Agriculture. Everything will be done to insure you interest and comfort. The rare things which you will both see and hear will be of lasting benefit. You can not afford to miss it.

There will be an interesting meeting of teachers on Saturday morning, at which time subjects of vital importance to teachers will be discussed. The entire Conference will be brimful of entertainment and instruction.

SCHOOL NOTES AND NEWS

MORGAN COLLEGE

Y. M. C. A. Notes.

At the last monthly meeting William T. Bell, College '18, was elected president of the College Y. M. C. A. to succeed Robert Cheers, College, '17. Mr. Bell is fitted both by temperament and actual training in Y. M. C. A. work to direct the activities of the College Association.

The Association's aim is to increase the attendance and interest of the Bible Study Class under the leadership of Professor M. A. Calloway, to have charge of the Day of Prayer services on February 8th, to do more Social Service Work this year than it has done in the past; and to do more effective work in the school concerning the spiritual life of the whole student body.

The Association is planning to have a lecture, by Prof. M. A. Calloway, on "Heredity and Environment," to the male students; and also to give, during the early part of the month of March, a Violin Recital by Mr. John B. Purviance; for the purpose of raising funds to send a delegate to the King's Mountain Student Conference in May.

Officers: William T. Bell, President '18, Walter Stanley, Prep '17, Secretary, Isaiah Pinkett, Prep. '19, Treasurer.

Chairman of Committees: Gordon H. Byrd, '18, Bible Study; Benjamin Bond, Prep. '17, Membership; James C. Finney, '20, Religious; Leondias James, '17, Finance.

—E. E. Scott, '19.

The members of the class are becoming more and more active in athletics. The girls have organized into a Freshman Basket Ball Team, while among the boys, Mr. James Webb, who has been elected Captain of the College Basket Ball Team, and Mr. Everett Lane, manager of Varsity Basket Ball Team, may be called representatives, as both are very good players.

PRINCESS ANNE ACADEMY

Obituary

Great men pass. Kings, princes, prelates, statesmen, all to one mighty sepulchre; pass, and as a last mark of respect all the honor due their rank is given. Nations mourn and the whole world sometimes pays tribute.

Only a few days ago and a prince passed. These United States, much less Maryland, never laid claim to a native prince, unless he be an aboriginal, yet one hundred acres of Maryland soil was this princes kingdom. His kingly claims can never be disputed. His niche in history will stand the legal test. His loved place in the hearts of his friends is safe—safe forever. His memory will linger, and linger around the traditions of the old place, and the history of Princess Anne Academy can never be adequately expressed without mention of his name.

Faithful and true his life was that of service. Though a prince he had devoted masters; masters yet his friends. In the full confidence of the love and devotion of his keepers he lived and died. On Friday morning the 26th of January 1917, the mule Jerry, identified with Princess Anne Academy almost from its foundation, prince yet servant of all, passed to the beyond. He leaves trustees, faculty, alumni, student's and former students to mourn their loss. Out of respect for his memory those in authority will see that his hide is stuffed and stood in a prominent place. With his presence our loss will be less deep.

—Roy L. Cordery.

The Living Endowment Fund

for

Morgan College and Branches

THOSE WILLING to subscribe to this endowment will pledge a certain sum and pay five per cent interest on this sum on or before March 1st of each year and will continue to do so as long as able.

¶ Those who make payments on the principal sum will have both principal and interest reduced in proportion to payments made.

Pledged and Paid to December 31st, 1916:

NAME	Total Pledged	Due	Paid on Principal	Paid as Interest
A Friend in Delaware Conference*	$100.00			
The Faculty and Tutors of Morgan College:—				
J. O. Spencer	100.00	1918		
William Pickens	50.00	1917		
Charles E. Young	50.00	1926		
James H Carter	100.00	1922		
Charles A. Johnson	50.00	1920		
Ida L. Linstid	25.00	1921		
W. A. Johnson	100.00	1925		
Coralyn L. Clark	50.00	1921		
M. L. Calloway	50.00	1919		
Bertha L. Munson	25.00	1918		
Lula M. Briggs	25.00	1921		
Edmund B. Trotman	25.00			
Hattie M. Grant	25.00	1921		
Ida R. Cummings	100.00	1917		
Levi B. Miller	1.00	1917		
George W. Stewart	1.00			
Isaac L. Thomas	50.00	1918		
Mr. and Mrs. H. A. Whittington	25.00	1918		
Emma Moore	5.00	1917		
M. J. Naylor	20.00			
William E. Grant	1.00	1917		
S. H. Truxon	10.00	1917		
Emma J. Truxon	20.00	1917		

* $25.00 to be paid by April 4th, 1917.

The Half Century Fund

for

Morgan College and Branches

THIS FUND to mark the half century since the chartering of Morgan College is to be spent in securing site, making improvements at the Branches, paying debts and adding to the endowment of the College.

The Washington and Delaware Conferences have pledged to raise $50,000 toward this Fund. Others will also contribute.

The name of each person contributing one dollar or more will be published in the Morgan College Bulletin month by month with the totals carried forward each month.

Subscribed and Paid to December 31st, 1916:

DELAWARE CONFERENCE	Total Pledged	Paid	Balance
Mt. Joy, Wilmington, Del. ..... J. W. Jewett	$170.00	$1.00	$169.00
Haven, " " C. S. Spriggs	130.00	11.00	119.00
Ezion, " " W. F. Hemsley	505.62	16.62	489.00
E. Calvary, Philadelphia, Pa... C. A. Tindley	360.00		
Bridgeton, N. J..... J. E. Cook	24.00	8.50	15.50
Siloam, Chester, Pa. ..... I. G. Penn, Jr.	6.85	5.85	1.00
WASHINGTON CONFERENCE			
Charleston, W. Va..... W. C. Thompson	160.75	1.00	159.75
Huntington, W. Va..... A. H. Whitfield	18.00		18.00
Pittsburg, Pa..... C. Y. Trigg	193.00	3.00	190.00
Parkersburg, W. Va..... C. C. Gill	31.00	.50	30.50
Clarksburg, W. Va..... J. S. Carroll	93.00	2.00	91.00
Martinsburg, W. Va ..... S. H. Norwood	36.00		36.00
Simpson, Washington, D. C.....	33.00	2.50	30.50
Mt. Zion, " "..... D. D. Turpeau	32.00	1.00	31·00
Wash. Memorial, D. C..... L. A. Carter	12.00		12.00
Cory M. E. Church, Cleveland, O.....	40.00	40.00	

The large number of names makes it difficult to print the whole list of subscribers this month. We hope to begin the list next month.

1867 HALF CENTURY 1917

INFORMATION

CONCERNING

OUR

SCHOOLS

MORGAN COLLEGE, BALTIMORE, MD.
Founded, 1867

COLLEGIATE, PEDAGOGICAL AND SECONDARY COURSES

Princess Anne Academy, PRINCESS ANNE, MD.
Eastern Branch Maryland State College of Agriculture

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The Living Endowment Fund .....
Special Contribution, - - - .....

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I promise to pay to Morgan College the sum
of.....Dollars.

To The Half Century Fund, - $.....
To The Living Endowment
Fund, (*see below*) - - .....
In Special Contribution - .....
Name in full .....
Address in full.....
.....
Church..... .... Conference.....
Date..... ....191.....

MOTTO: TRAIN HAND, HEAD AND HEART FOR SERVICE.

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A CENT A WEEK.

On or before ....191.....
I promise to pay to Morgan College the sum of
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Payments on the principle shall be held as a permanent endowment for Morgan College.

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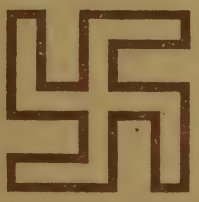

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1867 HALF CENTURY 1917

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The Morgan College Bulletin

VOL. IX APRIL, 1917 NO. 4

Editorials

Every Man

The great deeds of the world have been done by the many following the inspired leadership of the few. How England's sailor men have been thrilled by the immortal words of Nelson, "England expects every man to do his duty!" How have the American soldiers been cheered on to persistent endeavor by the memorable saying of Grant, "I intend to fight it out on this line if it takes all summer." It was Nelson's brave sailors and Grant's heroic soldiers that gave point and punch to these historic sayings.

Now we come to a place in the life of Morgan College where we can truly say, "Morgan expects every man to do his duty." My brother that means YOU. We have never been at a place in our College history where Mr. Every Man was so much needed as right *now*. And by the generic meaning of the term *man*, we include women and children. A writer in a recent magazine, discussing the marvelous productive power of England's reorganized industries says. "The immensity of productive effort required to meet these demands could never have been sustained had it not been for the women."

So we may say, "The splendid future of Morgan College will be made sure by the courage, devotion and industry of the woman of one churches."

Mr. Pastor, encourage the women to organize themselves, to organize the young people of our leagues and the children of our Sunday Schools for this supreme task.

It will greatly stimulate and revive the members of the Epworth League to give them some real work to do for others. There are plenty of Leagues and Sunday Schools that would really be saved to themselves and to the church by systematically helping this campaign to a finish. So every man means also every woman, every child in a wide flung battle line marching to victory.

When Nelson said "England expects every man to do his duty," he had in mind an immediate call to heroic service. It was not something to be put off for a month or for a year but it came with mighty trip-hammer strokes with the terrible emphasis of the NOW. So this time and this cause summons every one to do his duty now. Morgan College with almost infinite patience has waited long to purchase a sight adequate to its needs in the present and sufficient for its necessary growth in the future.

A splendid tract lying on the north of the city and just outside the city

limits has been purchased. The cost is great. It can not be paid for unless each one does his share and does it soon. Do you want this to succeed my pastor friend? Then get your church fully organized for this task, get money, at least one-fourth of the total apportionment of $1.00 per member and send the money direct to Morgan College. There is the gravest danger in delay. Success will be immediate and signal in every way. Come on every man the chance is yours. Your little will be much for there are so many of you.

—*J. O. S.*

———O———

Why Negroes Leave The South

At a Conference in Columbia, S. C., to consider the "Causes of Negro Migration from the South," an address was delivered by W. T. Andrews, of Sumter, S. C., in the course of which he said:

"And now, after fifty years of hoping against hope, the gates of the labor markets have opened to him in every section of our common country, and the call, the enticing lure is not alone high wages, but opportunity, a man's chance and real freedom.

"In my opinion, the South is the place where the Negro can best reach his highest development, if living can be made tolerable and like all other citizens, he can be brought under the protection of the laws of the states in which he resides and he is granted the right of sharing the benefits proceeding from the laws.

"But if the Southern white people remain blind to the fact or refuse to concede that the Negro is a human with human aspirations and ambitions the same as humans of other races and continue to with-hold from him justice and a square deal, there is no alternative but for him to leave the South that he loves so well."

—*Wm. Pickens.*

———O———

The Negroes and The Germans

So much has appeared in the press recently about the possibility that the Germans may arouse the American Negroes against the United States, that it is time for those to speak who know the Negroes well. I have had the largest possible advantages for knowing the Southern Negro thoroughly: for thirty-six years I have been one. For thirty-four years of that time I lived in the heart of the Southern south, and in intimacy and sympathy with all the thoughts and ambitions of the colored population.

The fear that the Germans can at present get the Negroes to follow them against the United States, is hardly worth the printer's ink that it takes to tell it. I have never met a Negro in my life, from Booker T. Washington down to the lowest man, who thought that his race was treated right in America; but I have also met very few who do not regard America as their rightful joint inheritance with other Americans. The Negro has his grievances, but he also has enough common sense to see where his best interests lie,—and there is not a Negro fit to be out of the insane asylum who thinks that the interests of his race are at present bound up with those of the Germans. Those who display unreasonable nervousness at the possibility of a "Negro uprising," are making a confession that they themselves believe that the Negro has something to kick about.

Such is the extent of my own acquaintanceship and the acquaintanceship of my many friends in the South, that it would be next to impossible

for any considrable plotting to have been done by Germans among Southern Negroes without getting some private inkling of the same. I do not mean to exonerate the Germans. They are our enemies, and we must not expect them to deal generously with us in the South, in Mexico or anywhere else; but I wish to affirm the almost absolute impossiblity of their having any success at arousing rebellion among the Southern Negroes. It must be admitted that it takes a wise Negro to always see the advantages of his race in the United States, and it would not be surprising if a few who are possessed of less wisdom, should be seduced by fair promises.

But the writer very much suspects that the motive which is leading some to make much of this German attempt, has already disclosed itself: for the South is chafing under the determination of many Negroes to go North and work, and consequently we read in one paper that the German plots "are believed to be allied closely with the recent exodus of Southern Negroes in large bodies to Northern industrial centers." In parts of the South every possible civil law has been invoked to keep the Negroes from migrating to better conditions, and this insinuation sounds like a shrewd hint that the Negroes may be detained by the sterner laws of "military necessity." -- let us confound this motive by asking a few questions of commonsense. Would not the Germans depend more upon their own people than upon American Negroes? Why on earth, then, would they ever suggest getting the Negro into the North where he can take the place of the Germans and Austrians in munition plants and great industries, and so help the United States rather than hurt this country? Your German is a srhewder enemy than that. One bird in the hand is worth a dozen in the bush to him. Again, the Germans would not plot chiefly with the field hands and day laborers, but with educated Negroes or the more influential ones. Did the omnipotent Germans cause Northern industries to get into such dire need of Negro labor? Have the almighty Teutons bewitched our very railroad managers into sending labor agents into the South to literally scour the country for Negro laborers? Did these incomparable fiends of the Central Powers plot all the lynchings for the last two generations so as to get the Negro ready in mind to move as soon as he got a chance to work in the North? Are the Germans in charge of the psychological and economical and historical conditions of the whole earth? How absurd! The causes and combination of circumstances back of the present negro migration from the South to the North are so well understood by all who know the Negro and the South, that he ascribes it to the German plotting seem to be taking us for idiots or children.

L I T E R A R Y

MR. BRITLING SEES IT THROUGH

U. S. WRIGHT

Mount Lake Park, Maryland

THIS book is a cross-section from life. Mr. H. G. Wells, its author has visited us repeatedly in print but never with more virility and illumination than is found in this story of England under the stress of war. Humor lights its pages even in the somberness of tragedy and its literary charm brings beauty from the grimness of a desperate struggle. But there are depths beyond these. It is written by a passionate believer in the land of his birth, by one who feels free to speak frankly of her follies and foibles but who, unshaken in his faith in the rightness of her cause, after long months of strain yet vents no bitter word against Germany and its people. His conviction that the war is the most diabolically senseless remedy for ill is voiced again and again. Then out of the murk and darkness which obscures his world the conclusion gleams like a sudden star for it is "God, the Captain of the World Republic." It is not a story but the register of the changing phases of a man's life under stress; of a man who is not one individual merely but is the composite consciousness of the nation probing the dark depths of being for sources of strength to meet its tragedy. And having done this the book ends without a close as life must, and its latest chapter is left for the reader to construct. But its task is ended and one pauses content with its discovery of realities instead of railing at the uncertainties in which its characters are left struggling.

For they are real characters. They are never puppets paraded for illustrative purposes but men and women clear in their individuality striving for solid footing in the flood of fluid conditions which has overtaken them. Mr. Britling is a positive, typical Englishman who lives, writes, thinks, plays, talks at Matching's Easy, his country home in Sussex. His wife manages its household affairs and cares for the physical comfort of her husband whose affections cling passionately to Hugh, the son of his still-loved first wife. Two rollicking boys are left largely to her direction aided somewhat by Heinrich, Hugh's German tutor. Mr. Direck is an American visitor with whom the tale opens and days pass in entertainment and discussion which reveal the conditions of the times, Love is in the air. Possible war is scouted. But "The Day" dawns and their old world passes. Bewilderment, confusion, the hurried gathering of the handful of men thrust into the melee in Flanders the settling into something like order in the new life follows. Heinrich goes to the colors, Hugh dons khaki, and his father ceases to be an onlooker at some drama being played upon a great world stage and becomes a participant. The malignant Zeppelin brings horror close. Hugh goes to the trenches and his letters picture their life. Then the world stops with a telegram that blots all his dreams for his boy. Mrs. Britling breaks thru the re-

serves of years in her endeavors to comfort the wounded heart. Heinrich falls and Mr. Britling must send his old violin thru the fighting lines with some message to those other parents stricken like himself. It is small wonder that he writes all night in the attempt or that its broken sentences and rewritten pages make the climax of a great work. So the book closes with Mr. Direck loving an English girl and wearing a Canadian uniform, with the home and nation of Mr. Britling wakened to a new God-consciousness. It is a presentation that will be turned to many times in the desire to freshen some of its pictures and it needs the widest reading at this hour when its experiences may become our own.

Published by Macmillan, $1.50.

HOW TO KNOW PUPILS

MILTON L. CALLOWAY

IN making a careful study of the teaching profession and the methods given to us by noted pedagogues, I have found that nothing will suffice better than the teacher knowing the individual pupil himself. The old idea of standing in the class room demanding that certain lessons be gotten, and if not gotten, capital punishment is resorted to, is fast making its way into the back ground. Educational psychology plays its part well, but along with it must go the experimental side which enables the teacher to know the mental traits of all of his pupils. It is a help to the teacher to know that the mind has certain factors to which he can appeal but when he is able to go into his laboratory or class room and actually analyze the pupils and find out that John is dull and James is bright, and the angle at which he can attack each, half of the problem is solved.

Every teacher should be so consecrated to the teaching profession that nothing should stand in the way when it comes to knowing everything that might help him to deal with human souls in a way that will make a better individual, a better citizen, a better race and finally a better nation. Some teachers may say that they are in public or private schools and time is not sufficient for such a study. But it is. Take a group of 10 children each day and carefully study them and record results and 10 the next day, etc., until the round has been made by so doing the teacher has not the least idea what wonderful results can be obtained and the ease with which he can manage his classes. A great many teachers worry themselves down because they have not learned to attack the problems of dealing with children from more than one angle. Again I say know each pupil.

In the study of pupils the first thing to give attention to is the test for height, standing and sitting; for indeed this physical trait has its bearing upon the mental traits. By careful research we find that the height of American born children is modified by density of population. Urban life decreases stature from 5 years of age upward. Boys who attend the public school are taller than boys of truant schools save at the age of ten. We have also found that boys in the school for incorrigibles and truants are shorter than normal boys and children with abnormalities are inferior to children in general. Feeble-minded children are shorter than normal children especially in the advanced ages. From this test, we can truthfully say that, the lower the mental grade, the greater the diver-

gence from thenormal rate of growth The boy 6 years old should measure a little more than 110 cm, in height standing, and girls at the same age a little more than 109 cm. Boys sitting, should measure a fraction more than 62 cm. and girls more than 61 cm. At the age of 18 boys should measure standing more than 173 cm, and girls a fraction more than 159 cm. Boys at the age of 18 sitting, should measure a fraction more than 91 cm, and more girls than 85 cm.

The next point of interest in child study is the test for weight. Premature children are heavier and dull children lighter than the mean child of the same age. This does not hold good in all cases. Some educators dispute this statement but it is worthy of consideration. The mean weight of boys of truant schools is less than the boys of the public schools, save at the age of 10 years, Children of abnormalities are below the average in weight. Boys at the age of 6 years ought to weigh about 20 kg. Girls at the same age ought to weigh about 19 kg. Boys 16 years old ought to weigh about 54 kg, and girls the same age ought to weigh 50 kg.

It is generally thought that the shape of head has a great deal to do with the mental capacity of pupils. This can not be depended upon in every case but the teacher can depend upon the diameter and girth of skull for definite results. We have found that there is a sensible relationship between dimensions of skull and intellectual ability. Students of superior intelligence have on the average larger heads than the less intelligent. Exceptionally bright children are characterized by unusually wide heads. The head of each child should be measured and results recorded.

A very few people have ever thought that the grip of hand shake had any thing to do with judging the mental ability of the person. In careful research we find that bright children exceed dull children by an average of 3 kg, with the right, and 1 kg, with the left hand. Those children who are very intelligent are stronger in grip. I also tested three of our pupils here at Morgan College, one junior and two seniors and these were striking differences between grips. The junior gave a grip of about 60 kg. one senior a grip of about 50 kg. and another senior 39 kg. Boys in school for truants at every age from 9 to 17 with either hand less strong than normal boys.

I cannot close this article without calling attention to the sensitive to pain test. It is under this test that the criminal type falls. Careful observations of criminals have been made and the general opinion is, that he is less sensitive to pain than the average normal man. The normal insensibility of criminals is to be largely attributed to this bodily insensibility. Tests have also been made of truants and abnormal children and the indications were that, they are less sensitive than normal children.

There are other tests which I shall take up from time to time.

I earnestly hope the time will soon come when experimental psychology will find its way into the colleges and normal training schools so that teachers will be able to better understand their pupils and better solve the problems that confront them daily.

THE IMPORTANCE OF DOMESTIC SCIENCE TO NATIONS.

S. F. Tyler

I WOULD say domestic science is of national importance, because a nation can no more survive without our knowledge of domestic science than a fire can burn without fuel.

A nation is a body of people. This body of people can not exist without food, that is people can not live without food to say nothing of the work each individual must do. No person can work unless he is nourished with the proper food. Food is the fuel that turns the drive wheel of our vital engines.

It would be as inconsistent to feed a baby, two weeks old, bread and meat, as it would be to try to start a fire with water. We know that oxy-

gen supports combustion, and since water, is composed of oxygen,—why then can we not start a fire with water? We must have the oxygen in another form to support combustion. Then, since starch is a carbohydrate, which is one of the five principles, why can not the baby be nourished with bread? But no, his digestive organs are too weak to master a piece of bread. The starch and protein which the bread contains must be given the child in a more simple form. The starchy foods give heat and energy to the body, protein builds and repairs the tissues. Milk contains the five food principles in such forms as can be digested by the child, that is why we feed milk rather than heavier foods.

Paper, wood and coal are some of the fuels we use to start a fire. The kind of fuel we use determines the heat of our fire. The kind of food we feed the baby determines its physical and mental ability in future years.

We boast of the strength and wisdom of our country's men and women, but for the knowledge of domestic science they would be mental and physical dwarfs. We cheer the athlete who has won fame because of his muscular power to make him champion of the world, but for domestic science his famous powers would lie in a dormant state. The office man, farmer and athlete have their special diets which strengthen their powers so that each person is better prepared to do his work.

With this summary of the relation of food to the human body, I would say to the girls who are pursuing the domestic science course, "Get out of it all you can, because the progress and development of the nation stand at the mercy of the well trained and skillful domestic science girl."

———o———

MORGAN COLLEGE PLEDGES LOYALTY

To——
His Excellency the
President of the United States,
Hon. Woodrow Wilson,
Washigton, D. C.

Morgan College is an institution which has existed for half a century, in the city of Baltimore for the education of Negro youth. Its students are patriotic. They do not believe that they and their race receive a square deal from the dominant element in this country. But that is not to them a sufficient reason to be allied in support or sympathy with any foreign power against their native land,——the land which their fathers' blood and brain helped to create, to defend and to develop. Within the bounds of their country and thru all legitimate means, domestic, social aud political, they are committed to unceasing struggle for the furtherance of the just interests of their own race against all who may unrighteously oppose those interests; but when it comes to a choice between the United States and any foreign country in the round world, then the students of Morgan College are Americans, first, last and forever.

We hope and believe that the yet unvoiced spirit of every Negro college in the land will prove to be what we here express. This expression is the joint dictation of both our patriotism and our self-respect. We can discriminate between the issues of our domestic struggle of our common country against a foreign foe. And the President and Government of the United States are notified that the students of Morgan College, Baltimore, Maryland, can be relied upon in the measure of their ability, if America must fight for its honor or its life on any land or any sea against any earthly power.

WASHINGTON CONFERENCE

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for

Morgan College and Branches

THOSE WILLING to subscribe to this endowment will pledge a certain sum and pay five per cent interest on this sum on or before March 1st of each year and will continue to do so as long as able.

¶ Those who make payments on the principal sum will have both principal and interest reduced in proportion to payments made.

Pledged and Paid to December 31st, 1916:

NAME	Total Pledged	Due	Paid on Principal	Paid as Interest
A Friend in Delaware Conference	$100.00		$25.00	
The Faculty and Tutors of Morgan College:—				
J. O. Spencer	100.00	1918		
William Pickens	50.00	1917		
Charles E. Young	50.00	1926		
James H Carter	100.00	1922		
Charles A. Johnson	50.00	1920		
Ida L. Linstid	25.00	1921		
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Coralyn L. Clark	50.00	1921		
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Edmund B. Trotman	25.00			
Hattie M. Grant	25.00	1921		
Ida R. Cummings	100 00	1917		
Levi B. Miller	1.00	1917	1.00	
George W. Stewart	1.00			
Isaac L. Thomas	50.00	1918		
Mr. and Mrs. H. A. Whittington	25.00	1918		
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The Half Century Fund

for

Morgan College and Branches

THIS FUND to mark the half century since the chartering of Morgan College is to be spent in securing site, making improvements at the Branches, paying debts and adding to the endowment of the College.

The Washington and Delaware Conferences have pledged to raise $50,000 toward this Fund. Others will also contribute.

The name of each person contributing one dollar or more will be published in the Morgan College Bulletin month by month with the totals carried forward each month.

Subscribed and Paid to April 10th, 1917:

WASHINGTON CONFERENCE	Total Pledged	Paid	Balance
Balto., Md., Sharp St. Church	$139.00	$15.00	$124.00
" " Asbury "	30.00	1.00	29.00
Charleston, W. Va.	160.75	1.00	159.75
Clarksburg, W. Va.	94.00	24.00	70.00
Huntington, W. Va.	18.00		18.00
Martinsburg, W. Va	36.00	3.00	33.00
Parkersburg, W. Va.	71.00	16.50	54.50
Hamilton	10.00	10.00	
Pittsburg, Pa	233.00	18.00	215.00
Washington, D. C. Ebenezer Church	41.00	41.00	
" " Wash. Memorial	12.00		12.00
" " Mt. Zion	32.00		32.00
" " Simpson Memorial	34 00	2.50	31.50
Wheeling, W. Va.	45.46	10.46	35.00
Levi P. Miller	1.00	1.00	
DELAWARE CONFERENCE			
Bridgeton, N. J.	25.00	10.00	15.00
Camden, N. J	9.00		9.00
Chester, Pa.	6.85	5.85	1.00
St. Johns Church, Newark, N. J	151.69	7.69	144.00
" " " Orange, N. J	44.50	2.50	42.00
Phila., Pa., Haven Church	139.00	3.00	136.00
" " East Calvary	370.00	10.00	360.00
" " Zion Church	15.00		15.00
Wilmington, Del., Ezion Church	521.62	33.62	488.00
" " Haven "	131.00	11.00	120.00
" " Mt. Joy	181.00	5.00	176.00
MISCELLANEOUS			
Cory M. E. Church, Cleveland, O.	198.50	162.00	36.50
Personal	86.00	1.00	85.00

In most cases, we have not received the names of the subscribers who have paid through their churches. We shall be pleased to publish these, if so desired, otherwise we will publish the names of the churches and the amounts paid.

The list of appointments will be shown twice a year. The amounts apportioned, the amounts paid, deficiency, if any, and surplus, if any, by each church.

The names of pastors in this connection will be published next month.

TEAR THIS OFF AND RETAIN. A PRAYER A DAY.
A CENT A WEEK.

THIS REMINDS ME

That I have promised to pay to Morgan College the sum of ..... Dollars

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The Half Century Fund $ .....

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To The Half Century Fund, - $.....

To The Living Endowment Fund, (*see below*) - - .....

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Name in full .....

Address in full .....

.....

Church ..... Conference .....

Date ..... 191.....

MOTTO: TRAIN HAND, HEAD AND HEART FOR SERVICE.

RETURN THIS TO COLLECTOR. A PRAYER A DAY.
A CENT A WEEK.

On or before ..... 191.....

I promise to pay to Morgan College the sum of ..... Dollars on the LIVING ENDOWMENT PLAN. I agree to pay annually 5 per cent. interest on this sum or any unpaid portion of the same, and to pay off the principle sum as soon as possible.

Payments on the principle shall be held as a permanent endowment for Morgan College.

Name .....

Date ..... Address .....

For Further Information Write

MORGAN COLLEGE.

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J. O. Spencer, A.M., Ph.D., Pres.

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Volume IX
Number 5

THE MORGAN COLLEGE BULLETIN

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MAY
1917

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for

Teachers

Eastern Branch

Maryland State College of Agriculture

Princess Anne, Md.

June 25th to August 3rd,

1917

See pages 79 and 80 of (*The Morgan College Bulletin.*)

The Morgan College Bulletin

VOL. IX MAY, 1917 NO. 5

E D I T O R I A L S

NEW SITE FOR MORGAN COLLEGE

President Spencer will soon be making announcement that a new College site has been secured.—But let us reflect a bit on the old site. The College is now fifty years old. It was once housed on Saratoga St., down town. It has been at its present site, on Fulton and Edmondson Avenues, according to the cornerstone, since 1880. We are informed that the head of the institution at that time was J. Emory Rounds. But the following statement is of especial interest. The first three dollars paid down on this old site were paid by three colored men, Alexander Brown, Aaron Benton and Washington Lee, all trustees of John Wesley M. E. Church. It happened that John Wesley Church was having quarterly conference, and Principal Rounds came in to solicit money for new site. A list of subscribers was taken, but these three men paid down their dollars in cash. Mr. Lee is still living. Now who will be the persons whose names can be written or spoken of with honor, as being the first out of their Conference or their town or their church to pay on the new site of Morgan College secured in 1917?

—Wm. Pickens.

WHY THE WORD "NEGRO" SHOULD BE CAPITALIZED

I wish to call attention to the grammatical and historical fact that the word *Negro* does not refer to color, but to race-group. Etymologically it referred to color, but not now. Perfectly white people are called *Negroes* because of the group to which they belong. *Negro* has less to do with color now than has *Caucasian*, and we always capitalize *Caucasian*.

Negro is not co-ordinate with *white*. The words *black* and *colored* are co-ordinate with *white*; therefore we do not capitalize *black* and *colored*. But now *Negro* is the specific designation of a race-group and is co-ordinate with *Caucasian, Teuton, Chinese, Hindu*, and all the other race and group names which we capitalize.

These are the ordinary every-day principles of common grammar.

—Wm. Pickens.

THE NEGRO AND THE JEW

There seems to be a considerable sympathy between the Negro and the Jew. Similarity of experiences is the basis of sympathy. Many eminent Jewish people have shown how thoroughly they understand the American Negroe's situation. Mr. Julius Rosendwald, of Chicago, who has been of indispensable assistance to the forward movement of the Y. M. C. A. among colored men, and Dr. J. E. Spingarn, of New York, who is a great factor in "the new abolition" for the Negro race, are most conspicuous examples of such Hebrews. New York City contains numerous examples of this "touch of nature" in the Jew. Hardly anything is now

done for the good of the the Negro in New York City without the hearty co-operation of the Jews. Any colored man who gets well acquainted in New York can count on his staunch and influential Jewish friends. Would not this make a good combination to work in behalf of human liberty? The Jew with brains and commercial superiority; the Negro with brawn and brains; and both with superior spiritual endowments, such a power might yet move the wheels of freedom in America.

—*WM. Pickens,*

In March the Maryland League for National Defense offered thirteen prizes for the best essays on the general subject of Universal Obligatory Military Service and Training. The contest was national. The first prize was won by a man of the University of California, the second and third prizes by men of Baltimore, the third prize by Laura F. Wheatley (colored) a student of Morgan College, Baltimore. There were nine other prizes, one of which was won by a Japanese, of Jewell College, Liberty, Mo.

The judges were the editors of the Baltimore daily papers.

—*Wm. Pickens.*

NOTES FROM LAODICEA ON THE NEGRO PROBLEM

HARRISON RHODES

A GREAT deal of genuine feeling both North and South against the Negro masquerades as traditional race prejudice, and thus, as it were, avoids detection and straightforward dealing. Our grievance against him to-day is really largely an economic one. He has, to our eyes, two great defects. First he will not work for us when we want him to. Second he has a low standard of living and when he will work is often ready to accept lower wages than the whites. We think it would be presumptuous of him to have any higher standard of living and we quite think he deserves lower wages, and yet–the whole question is a mass of contradictions, almost paradoxes.

Everyone who has worked with and for the Negro knows by this time–or ought to know, if he is honest with himself—that it is quite impossible to hope that the Negro will ever love labor purely for its own sake, or long passionately to toil because the white man thinks it would be a virtue in him to toil. Are there many whites who work in just this way? Art for art's sake is sufficiently difficult; hard work for hard work's sake even more difficult to indoctrinate. The colored man will work when he wants a new Sunday suit, to take one concrete instance, and the great advertising tailors of the North, who send him a suit made to his own measure and fashioned in the very last and most "snappy" way, for $8.85, probably do a good deal more to cause industry than all the sermons which the kindly white man reads him on industry's sheer blinding beauty. Southern races, whatever their color, cannot long physically for work or aspire to it spiritually. They never have and they never will.

Why should they? If you can for one instant blot out the vision of the Paradisical condition you would be in anywhere in the world, surrounded by people whose passion it was to work for you regardless of their needs or the reward obtained from work, you may perhaps ask why any race should cherish such a pure and exalted passion. Is not this doctrine after all a fetish of a period which is surely passing, of the relations be-

tween labor and the employers of labor? Is not such an idol after all about ready for the dust heap? In no progressive and utopian state which we can find being planned for the white race is it intended to develop such an insatiable, unreasoning appetite for toil in the citizens. None of the advanced humanitarian thinkers so much as try to preach docile, unremitting, and unquestioning toil as a virtue. White labor—in whatever form of future state we may develop—is not going to work merely because its employers think well of workingmen. And so neither in the future nor the present state is black labor going to work solely because then the white man thinks him a good black boy.

Our attitude is not very different toward the unskilled labor which we secure from the south and east of Europe—the alien "wop." As it has become with the years the divine prerogative of the native-born American to do no rough labor with his hands, so it should be, we consider the equal-divine privilege of the "wop" to dig our ditches and subways, and occasionlly to be crushed to a useful, cheap and felicitous death while constructing the foundations of some metropolitan skyscraper. The alien—with a heart of gold—should stand ready to bend his back to the roughest, hardest jobs and be grateful for them, except at such times as the jobs are needed for the native-born, when he should stand aside, hat in hand and a blessing on his lips. This is not an unfair description, surely, of the turmoil something like a year or two ago over digging the New York City subways. What with the times when it is a duty for him to work cheap and the times when it is *lese majeste* against the native-born and against organized labor to work at all, the "wop" must grow extremely confused.

The Negro too might grow confused at times. Most of the time he is abused because he will not work. And then occasionally, as lately in southern Missouri, when work is scarce, armed bands of whites try to expel all blacks from the district to prevent their securing any of the wage money which—again it seems like divine right—belongs to the whites. Is the trouble that the Negro won't work or that he will?

Since the Negro can be made to work—by the pinch of necessity—just how to pinch him is really the problem most people are working at. His easy-going disposition and the genuine simplicity of his wants make it hard to nip him, unless you are willing to educate and train him to a point where his needs and desires, his standard of living, begin to approximate those of the whites. In a cold climate and in the slums of a great city you can pinch people more easily—the unemployed of New York or Boston or Chicago are most of them really looking for work, there is no need for the employer to elevate them—poverty with its scourge stands always lurking round the corner ready to drive them to toil. But in the climates where for the most part of the year rags and tatters only mean greater coolness and better ventilation, and vegetables come when you scratch the ground, and fish jump into your mouth if you sleep with it wide open, it is extraordinarily hard for anyone with a taste for either pleasure or philosophy to see the need of working. Hence the need of pinching.

It is ridiculous, if you like, that a coal-black young man should want

to dress in white flannels, or that a young Negress should aspire to play the piano and paint in water-colors. But it is hard for the dispassionate to see that it is criminal. And unquestionably someone must do some work to be able to buy the finery and finance the folly. There are a great number of critics of the Negro who would appear to think that every advance in the standard of living means merely robbing more of the white man's hen-coops. But a moment's serious thought would convince anyone that this is, economically speaking, wild and rather silly talk.

The Negro's work is apt enough to be inffective, "trifling" and 'sketchy' in character, but for all that it *is* work which puts balances to his credit in savings banks all through the south, builds his small new houses in the black settlements, and buys the white flannels and the pianos and the water-color paints. It is quite open to anyone, whether he be actuated by kindly feelings for the Negro or by distaste for him, to try to educate him to the point of seeing that elegant costume and art are not the first necessities of a developing race (if indeed it be true that they are not), but if you want a race to work you must give it something to work for, besides the approbation of its superior.

This is what must be considered in all discussions concerning the education of the Negro. Can you arouse ambition and then, as it were, direct it along the level or even earthwards? If you can, then all is well; the Negro may be made at once more industrious and more satisfied with nothing, again bending a willing neck to the yoke as he did, so they say, in the happy days of slavery. Or is it not quite true, that lovely legend? Did he, even before the war, aspire? If he did, it seems almost hopeless to try to cure him of the habit now.

A leading Negro-baiting Senator from the Carolinas went close to the heart of many educational questions when he warned an audience that it was impossible any longer to keep "learning" from the blacks. "As soon as one nigger has learned anything he can go and hide behind the stumps and whisper it to another!"

The picture is so flattering a one of the colored race's passion for education that at least every Negro would be glad to accept it. But those whites who want a hard and fast educational danger-line drawn, over which no Negro can step, may take the declaration as one of failure by a gentleman who had done his best in repression.

The Negro is constantly reproached with his over-anxiety to acquire "literary" training. And the reproach is probably just. Perhaps he will get over it. Perhaps he has a gift that way. Perhaps in the twenty-first century it will be black colleges that will keep Greek in the curriculum.

There is no appalling possibility which frightened whites ought not to teach themselves to contemplate, if they are honest in their constantly expressed fears of how far too far the black man wants to go.

There is always plenty of discussion about the black race, many people enthusiastic to keep him in his place and many others equally anxious to pull him out of it. One feels sometimes in Laodicea that no one stops to consider and appraise him, dispassionately, as he really is. Might it not serve us a little to think of him as we should think of such a race in a foreign land where we had gone to enjoy ourselves?

The Negro is the most highly color-

ed note in the American scene. Sticking a flower behind his ear and whistling gaily as he goes about his id'eness he is the south incarnate. Not just our United States South, but the whole south that stretches towards the Equator and believes that music and happiness and sunshine and love and a full belly are more to be desired than all the pale frugality of the reluctant and arid north. American life, like American humor, is dry. The national picture needs all the unction, all the fatness that a disgraceful charming race like the blacks can add to it. The Negro has already given us the only national music we possess. And his love of color is a thing to be as grateful for as we are for the same quality in the Sicilian or the Andalusian. His genuine delight in long words, in the exuberant and elegant effects to be produced with the vocabulary of King James's Version, may make him in some future day the sacred custodian of English when slang and the newspaper language have entirely supplanted the beautiful old tongue in white mouths.

A lady who recently gave a handsome contribution for an industrial school for Negroes said lightly, "Yes, I think I must help the Negroes; they laugh so much."

From the point of view which these articles would urge she uttered a profound truth, made a gay but solid contribution to life's philosophy. To laugh—especially to laugh *so much*—is to do something which needs doing in every community, in every nation.

And if people will not laugh unless they are occasionally idle, occasionally unreliable, occasionally black and even occasionally bad, is it not possiable that they had better sometimes be all these things? There is a sort of broad and genial way of viewing a nation and a country by which it might be said that we should not be so pleasant a people nor so agreeable a land were the niggers not among us. All these things should be thought of—both the devil and the black man should get their due. As has been said—and it is hoped said strongly—no one nowadays is asked to indulge in the old sentimentality about the black man being his brother. But it may be pointed out that it is often possible to like someone who is not a relative. The old sentimentality is a relic of the days when we honestly believe that all men were born free and equal. Now in these troubled days of the twentieth century, with clouded horizons and the social revolution like a mirage before us, we may still love humanity while we deny its freedom and only hope for its equality in some future day. Is it not possible, in the interests both of black man and of white, to leave unsettled the question of the black's equality and his destiny, and meanwhile to appreciate his suave good-natured contribution to our national tone? And not to become too enthusiastic about not giving him his chance?

—From *The New Republic*.

SCHOOL NOTES AND NEWS

MORGAN COLLEGE

Baltimore, Md.

On April 4th Miss Martha Gruening, of New York City, visited Dean and Mrs. Pickens, and spoke to the Junior and Senior Classes in History on the war situation. Miss Gruening is a social worker, a suffragist, a peace advocate, and has been of great service to the N. A. A. C. P. She is to return soon and speak to the whole school.

Mrs. Flora E. Avery, of Galesburg, Ill., is visiting Morgan College. Mrs. Avery gives two student-aid scholarships annually to Morgan. She is a fine influence, and is known as a benefactress in many of our Southern Schools. At Talladega College, in Alabama, she founded the John T. Avery, Prize in Oratory, named in honor of her husband,

Morgan College students win four prizes in the Stuart Missionary Foundation Contest, Atlanta, Ga., for essay and poems on Africa:

1. Miss Nellie E. Watkins wins prize of seven dollars worth of books for Preparatory Department.

2. Miss Anna E. Cooper, student from Africa, wins second prize for Preparatory Department.

3. Mrs. Laura Wheatley, who has also won a prize from the Maryland League for National Defense, wins the first essay prize for College Department at Morgan.

4. And James E. Coleman, a Freshman, wins the Grand Prize over all the Freedmen's Aid Schools in the United States for the best poem or hymn.

We, the members of the Freshman Class, do regret very much the death of one of our members, Mr. John Hilary Glascoe, who died of pneumonia. We feel that no other can take his place. The class, in college costume, attended the funeral.

Miss Frances L. Banks, who was hurt while playing basket-ball and has been confined to her room for three weeks, has again taken her place in the class.

We miss very much, in our class, the smiling faces of Messrs. Horsey and Pinkett, who have found it necessary to stop school.

Mr. James E. Coleman, a member of the class won the Grand Prize in the interscholastic contest for hymn-writing.

We boast of the genius exhibited by our class in mathematics, a few days ago, the professor asked one of our members how much was one times one. The student with the air of a great scholar, readily replied, "Professor, one times one equals two."

—Alice Inez Kelly

AFRICA'S PLEA

A. E. Cooper, Fourth Year Prep.

Far beyond the deep blue ocean,
Dwells a people in the dark,
Waiting for light of salvation;
See them waiting, hear them, hark!
Who will go to take the message,
Jesus died for all mankind
For the name of God is blessed,
And the name of Christ divine.

Who will go to take the gospel,
Who will go to set them free.
Deep in sin they all do grovel
For they need christianity
Yes, they need some one to tell them,
Christ did die to set them free;
There's a great reward in heaven
For the one who says, "Send me."

Whereas, it has pleased the omnipotent father to take from us a beloved member of our class, John Hilary Glascoe; and whereas, the pleasant relation which existed between him and us makes it highly fitting that we show our esteem for him; therefore,

Resolved: That we the members of the Freshman class of Morgan College consider the loss to our class one which cannot be replaced.

Resolved: That we hold in grateful remembrance the interest which he manifested in the welfare of the class.

Resolved: That we, the members of the Freshman class, join the faculty and student body in expression of deepest sympathy with the bereaved relatives.

Resolved: That we pray the grief caused by this loss may be lessened by Him who holds in his hand the destiny of nations, and yet marks the sparrow's fall.

Resolved further: That these resolutions be spread upon the records of the Freshman class, and a copy forwarded to the bereaved family.

"The pains of death are past,
Labor and sorrow cease;
And, life's long warfare closed at last
His soul is found in peace."

Yours with profound sympathy,
Freshman Class:

J. S. Bond, J. E. Coleman, J. E. Dunn, J. C. Finney, O. E. Horsey, M. F. Pinkett, J. R. Webb, E. N. Wilson, E. E. Lane, R. W. Thomas, Josephine H. Brown, Frances L. Banks, Manila D. Crews, Alice I. Kelly, Lela M. McIntyre, Mary E. Wilson.

Whereas, The Great and Good Ruler of the universe has in His infinite wisdom removed from among us one of the loved and esteemed members of our Fraternity, John Hilary Glascoe; and, whereas, the short though intimate relation held with him in the faithful attendance to the welfare of our society, renders it eminently fitting that we record our appreciation of him and his many efforts; therefore,

Resolved: That the wisdom and ability which he has exercised and the great interest he has manifested in our society will be always held in grateful remembrance.

Resolved: That the removal of such a life from our midst leaves a vacancy and a shadow that will be deeply felt and regretted by each member and friend of this Fraternity, and will prove a serious loss to the community from which he has been called.

Resolved: That it is with the deepest and most heartfelt sympathy for the bereaved relatives of the deceased that we express our hope that even so great a loss to us all may be over-ruled for good by Him who doeth all things well.

Resolved: That a copy of these resolutions be spread upon the records of this Fraternity, a copy be printed in the local paper and a copy forwarded to the bereaved family.

Phi Beta Sigma:

Gordon H. Byrd, President
Everette E. Lane, Vice President
Clemon B. Miles, Secretary
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J. R. Webb, J. E. Dunn, R. W. Cheers, Chas. J. Rusk, D. J. Camper, and J. E. Coleman,

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The registration fee must be paid when application is made. This will be refunded if the application is rejected. Books will be furnished at cost to teachers making application for purchase in advance. The use of most text and reference books will be free to the students of the Summer School. The text book on psychology and the one on general methods should be purchased by each student. Blank books, stationery, etc. will be furnished at cost.

Those desiring to board at the school will bring pillows, pillow-cases, sheets, white spread and blankets for single beds. Heavy articles of furniture supplied by the school without cost. Those occupying dormitories will take care of their own rooms while in attendance at the school and will be required to leave the rooms in good condition.

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Those taking Agricultural Pedagogy will need "The Rural School, Its Method and Management" by Culter & Stone, published by Silver Burdett Co., of New York City.

Those needing a special textbook on methods in arithmetic should have "A Textbook on the Teaching of Arithmetic" by A. N. Stamper, American Book Company, New York.

Wells & Hart's first year algebra published by D. C. Heath Company of New York is recommended for those who wish to purchase an algebra for private improvement and "An Introduction to General Science" by Bertha Clark, American Book Company, New York, publishers.

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Diana Beulah McNeil
Ethel Mae Gillespie

PRINCESS ANNE ACADEMY

Eastern Branch
Maryland State College of Agriculture

Thomas Henry Kiah
Daniel James Pinkett
John Elliott Smith
Roy Leonard Cordery
Alice Marie Carroll
Stephen Handy Dix
Lida Lavinia Brown
Robert Alexander Grigsby
Joseph Everett Oliver
George Calbraith Dennis
Sara Frances Tyler
Mabel Constance [illegible]
Lucy E. Moore

Summer Training School

for

Teachers

Eastern Branch

Maryland State College of Agriculture

Princess Anne, Md.

June 25th to August 3rd,

1917

See pages 93 to 95 of (*The Morgan College Bulletin.*)

The Morgan College Bulletin

VOL. IX JUNE, 1917 NO. 6

E D I T O R I A L S

A GREAT DAY

June 1, 1917 marks an epoch in the life history of Morgan College and Branches, for on that day the deed was signed and recorded conveying to the Morgan College Corporation a tract of land, seventy acres more or less, on Grindon Lane between the Harford and Hillen Roads and bounded by the latter on the west.

THE DEAL CLOSED

This tract, negotiations for which had been in progress for many months is known as the Ivy Mills property and takes its name from an old grist mill still standing that dates back to Revolutionary times. This old mill, just off the edge of the property acquired, is now partly occupied by a Negro family and partly used as a county school for Negro children. There are some ten colored families living on this Ivy Mills tract.

BUILDINGS ON THE GROUNDS

Altogether there are about twenty buildings on the property, half of them being of stone and four or five being large structures that may be readily adapted to school uses. Nearly seventy-five rooms are thus available in the large structures. This site will give room for growth and expansion enabling the College to appeal to a wider constituency and to develop its courses of study so as to meet the growing educational, social and industrial needs of the people for whom the College exists.

NEED OF BETTER TRAINING FOR TEACHERS

There is a great need in all our schools, especially those training teachers, for increased attention to the training of the powers of observation. Here, in a beautiful spot with trees, streams, rocks, birds and flowers, it should be much easier to develop this power of independent observation which contributes so much to the joy of learning.

BETTER HOUSING

The plans of the Board of Trustees of Morgan College contemplate the sale of thirty acres of this land for the purposes of organizing and developing a high grade restricted community with all public utility improvements such as sewers, gas, water, electricity, paved streets and the like.

The Morgan Park Company will be organized, legally distinct from Morgan College Corporation, to take over and develop the tract which the Morgan Park Company will acquire. On this tract has been laid out two hundred lots 40 x 103 feet which will be sold to those desiring to erect approved houses thereon.

The cost of each lot will be about $500 payable part cash and the balance in installments. Those paying cash for a lot, will get some reduction in price.

BUILDING PLANS

The College can now develop its plans for the building to be paid for

by Mr. Carnegie. This will be done and building operations probably will proceed during the autumn and be carried to completion as rapidly as possible.

WHEN WILL THE COLLEGE MOVE?

This is not readily answered, so much depending upon the raising of money, of refitting the present buildings, acquiring furniture, equipment and many other details. The main objective has been attained and it remains now for us to push on the collection of funds necessary to accomplish our purposes in fitting up the buildings for school use. The challenge is made us and we accept it believing that the two colored Conferences will not let the challenge go unanswered. One fourth of the apportionment to each church should be raised and paid in on or before the last sunday in July.

We rejoice with you in this signal victory. Let us now make success doubly assured by bringing in the Conference pledges, by interesting a wider circle of friends and by personal service to complete our splendid task.

—*J. O. S.*

THE NEW SITE

A new site for the future and greater Morgan College has been secured, and the deed is recorded. Now for the money to meet the payments! Our colored people all over the two Conference fields have been longing and pleading for a new site for the institution. They have been almost demanding it. Some have declared that the lack of a new site was all that stood in the way of their greatest zeal in behalf of the institution. Many have said and said again that whenever the trustees could substitute "We have it" for "We intend to get it," the thing would be all over but the shouting. Now the trustees have met our challenge; they have even secured a much better site than most people had ever hoped they would be able to secure. Everything is now ready for the zeal and money. Any amount of zeal will be welcome, but it must be accompanied by at least about seventy thousand dollars in cash!

We are up against a strictly business proposition. The payments on the place must be met. We will need one fourth of your share by August 1st of this year. The rest of your pledge will be needed in two installments: March 1, 1918, and March 1, 1919.

If this effort fails, we could not get as good a chance again within half a hundred years. It must not and it will not fail, for you will not permit it to fail.

—*Wm. Pickens.*

THE COMMENCEMENT

The accidents of the writer's life have led him into all sorts of commencement exercises in all sorts of colored schools, but he has never witnessed in any of them a finer occasion than that which took place at Sharp Street Memorial M.E. Church, in Baltimore, on May 31st. Twenty-eight young people received their diplomas, eleven of them receiving the degree of A. B.

The two outstanding features of the Commencement Week were the baccalaureate sermon by the President on Sunday morning at the Metropolitan M. E. Church, and the commencement address on the closing evening by Dr. John Watchorn, of the City Missionary and Church Building Society, of Philadelphia.

The thought in many minds was this: If Morgan College can make such a magnificent showing on its present inadequate physical basis, what can we not expect of it when it is given a site and a plant commensurate with its other powers?

—*Wm. Pickens.*

A MILITARY TRAINING CAMP FOR NEGRO ARMY OFFICERS

The camp was opened on June 15th at Fort Des Moines, Iowa. Morgan College boys, with boys from other colleges all over the United States, entered to be trained as commissioned officers in the vast army which the United States government is to raise. It is an unprecedented opportunity which is held out to these young men. We shall follow their career. Two of them graduated from Morgan College in the class of 1917, Robert W. Cheers and Clemon B. Miles.

Other young men of the institution, who may be of Military age, may possibly be conscripted into the army before school opens in the fall. The graduates and patrons should remember this. Let us have as many new students as possible, fresh recruits from the high schools and preparatory institutions.

—*Wm. Pickens.*

"THE HEIR OF SLAVES"
by
William Pickens

A Charmingly told story of the author's life and struggles to get an education. Written at request of the Congregational Press of Boston, Mass. Price 75 cents postpaid Apply to the author.

L I T E R A R Y

THE SELECTION AND IMPROVEMENT OF TEACHERS

By J. O. Spencer, President of Morgan College.

[Delivered before the College Presidents' Association of the Freedmen's Aid Society of the Methodist Episcopal Church, April 11th, 1917 at Cincinnati, O., and published by request of the Asso'n.]

Mr. President and Members of the Association:—

The builders of this program selected my subject. It were well for you if they had also selected the ideas.

If it be true that the teacher is ever and always the chief factor in a school on the institutional side, it becomes a vital question to wisely and continually improve our teaching force.

Without presuming to instruct the members of this Association wiser and more experienced than myself, it may be well to make a few suggestions on this very important subject.

I. Selection of teachers:

This should be done by or on the advice of some one of sound educational experience and a good judge of teachers and teaching. It must be confessed that letters of recommendation are often of doubtful value. A first class teachers' agency, the Fisk Agency, for example may be very helpful in making a selection if they know just what is wanted. If you cannot personally know the work of a teacher the selection is often a lottery with the chances of drawing a blank.

Selection should be only on merit. Doubtless no one could be found who

would admit being governed by any other motive, and yet, quite incidently and unconsciously other motives may appear. It may seem best to please some influential person, official, minister or layman. It may be plausibly argued that these prominent men are in a position to give correct advice.

This may be fairly doubted for two reasons: First, they may know the candidate only in a social or very general way and they may not at all know the position to be filled or the particular work to be done. Second, the transfer of the responsibility of making the decision to those not responsible for the results may cause a lack of energy and alertness on the part of the one who should make the selection.

If teachers are chosen from our own graduates they should, before taking work in their *alma mater*, be required to do further study and acquire experience for about two years. When recruited from our schools with higher and special training added, these home grown teachers often become our most valuable coworkers, but the advanced non-resident work should be required. This will give breadth of vision by acquaintance with leading educators and familiarity with new methods.

The selection of a teacher should not be determined by outside influences lest there be unfavorable effects on the minds of the appointees, on the general staff, on the student body, on the public and finally on the president and appointing power. Definite and distinct responsibility for the nominations should be placed somewhere and that should not be shifted.

But we are not so much concerned with the selection of the teachers, important as that may be, for the plans will vary with the grade and form of organization of the school and even with the rank and position of the appointee.

II. The improvement of teachers:

The second division of the subject, as presented to me, is of even greater practical importance.

In the nature of the case and in the exigencies of our school life, few teachers will come prepared for every phase of the work required. Where the subject matter is well in hand improved methods may be wanting. The progress of recent years in things educational makes it necessary for even our best teachers to make additional preparation, and to their credit it may be said that our best teachers are eager to make this improvement even at considerable sacrifice.

With the teacher and school officer of today it is growth or death, progress or decay. Could I have my way about it, I would require all presidents, principals and deans to take special courses of study and investigation once in three or four years. The chief available means of teacher improvement are (1) adequate and sympathetic supervision, (2) special professional reading and study with reports, quizzes and prepared papers on the chosen topics, (3) attendance on summer schools, (4) annual survey of the teacher and work, (a) by the teacher himself, (b) by the president or principal, (c) by outside experts.

Let us of necessity very briefly present each of these methods, which by the way ought to be combined, in order to attain the best results.

We start with this rather dogmatic statement, "The teacher that will not improve should not be retained."

Supervision by president, dean or principal is very essential. Usually a considerable number of teachers with limited training and little experience must be employed in our schools. Available money and men are not sufficient to do otherwise. A young teacher frequently has considerable native ability but lacks the practical knowledge to organize the work well, to control the class properly, or to systematically drill the student body and secure results. The presence of an experienced supervisor will often supply a little wise direction the results of which will spell success thus improving the work done and saving a really good teacher.

Often the president is too busy to look after this and sometimes he is not pedagogically trained. There should be in each school one man or woman able to do this important work. The results of observations and criticisms should be given to the teacher privately and the educational methods and principles involved should be fully discussed in a teachers' meeting held for that specific purpose.

Second: Special professional reading and study should be marked out at the beginning of each year. The range and extent of this required reading should be small and closely connected with the practical work or department of the teacher. The requirements should be limited so that the reading may be thoroughly done and leave time for voluntary professional reading on lines selected by the teacher. The president or principal directing the reading should of course be alert and acquainted with the best recent works on the topics to be covered. As even a president cannot know everything, he should seek advice of friends and acquaintances in supervisory or normal school positions for specific directions. The departments of education in most states and particularly the United States Bureau of Education will be pleased to give advice if you ask it.

While the reading of the teacher is progressing or when it is completed, a *conversation* with questions freely asked by the teacher, a written report by the teacher, a discussion in faculty meeting; one or all of these may be used to test the work done and develop further interest. The supervisor will note the connection between this reading and the class work of the teacher, will mark and commend any progress made. This plan carefully and patiently followed will greatly improve the quality of the teaching and with it the strength and confidence of the teacher. Some of our older teachers need this quite as much as do our young teachers.

Third: Perhaps the best method of improving our teachers is well directed study in a summer school. Most of the schools of our Society have vacations of from sixteen to twenty-four weeks. There is plenty of time to attend a six week's summer school and still have a vacation of reasonable length.

The chief obstacle is lack of money and sometimes of the will to go. The schools could well afford to advance a portion of the salary when necessary to send the teachers to the right sort of a summer school. Consultation between the president and the teacher should be had that just the right courses should be chosen. Where three courses are permitted, two at least should be specifically on the teacher's future work. There is

a tendency on the part of some to choose advanced university courses when elementary or secondary work is necessary. If the teacher takes one advanced course the others should be practically directed to the improvement of the work in hand. This latter is as thoroughly cultural as any other if it were only thought to be so. Secondary English for example, is a real study of the masterpieces of the English language together with the fundamentals of English both spoken and written. Corresponding educational value is attached to the other secondary subjects. It would be altogether proper to increase as far as possible the salaries of those who go to summer school and take courses directed by the school sending them. This last condition is important. We knew of a white teacher who was required to attend summer school. She had some college credits and was working for a degree. She therefore chose Spanish and some advanced mathematics though she was an elementary school teacher. The authorities rightly refused to recognize her summer school work as a credit for professional preparation.

Because of the character professionally of most of the summer school instructors, because of the well directed special courses, because of the progressive men and women, both teachers and students, met with in these schools, the summer school offers advantages for intellectual and physical recreation and for professional improvement that should not be neglected by our schools or by our teachers.

Fourth: The Survey has become popular and is likely to be overworked. There is a simple and effective kind of survey which if adopted and continued for a few years in conjunction with the other means of improvement suggested, will result in greatly strengthening the teaching forces in our schools.

Blanks have been prepared by the School of Education of the University of Chicago grouping the items to be considered under several heads with many subdivisions.

Each teacher can make a self survey by filling out this blank, noting each subdivision. The principal, head master or president does the same for each teacher using identical blank. Each year the survey is repeated and the resulting chart shows where advancement or decline has occurred. It is a sort of graphic summing up of all other methods of improvement.

There remains to be noted only the survey by some one outside the school. We should welcome these surveys even when we are not complimented by the surveyors. We may thank the dentist even though he hurts us. I have been impressed with the very great value of the surveys, supervision and suggestions of Dr. C. W. Bennett, not an outsider formerly Inspector of our schools. He greatly helped our work and cheered our workers.

The foregoing methods of teacher improvement consistently followed for a term of years will result in greatly increased efficiency in our educational system and relieve our authorities of much detailed responsibility.

A SINGLE AIM

By H. A. Woolford

FIND out what you can do then do it. Of course, this is not always an easy task. On the other hand it is very easy to select from the many careers what you would like to do, but a difficulty arises when your talent or talents will not permit you to follow your choice. "There is a divinity that shapes our ends, Rough-hew them how we will."

Every person has some one thing that he can do better than any other. We should guard against a talent which we cannot hope to practice in perfection, says some writer. Your aim should be at that occupation which focuses the largest amount of your tastes or experience. Your aim cannot be any greater than your talent, in other words, your talent is your aim. Every person's destiny is written in his character, and when he has found his place his aim has the consent of every faculty in him. "Not many things indifferently, but one thing supremely" is the demand of the present day. The world does not ask a person to be a lawyer or a woodchopper. It matters not to it what you are. It makes but one demand: Be master of your profession. This can come only by concentrated energy upon one aim.

The idea of failure when an attempt at more than one thing is made is not of recent origin. Plato in his plan for a perfect state assigned but one vocation to each person this to be whatever his talent warranted, and the training to begin in early childhood and extend through a period of many years. The Apostle Paul says, "This one thing I do, I press toward the mark for the prize of the high calling of God in Christ Jesus."

It is the single aim that wins. "Jacks of all trades" are failures. The following story which I have read bears much truth and can be applied to many people as a cause of their failures. For a number of days perhaps months, it runs, this advertisement appeared in a paper: "Wanted—Situation by a Practical Printer, who is competent to take charge of any department in a printing and publishing establishment. Would accept a professorship in any of the academies. Has no objection to teach ornamental painting and penmanship, geometry, trigonometry, and many other sciences. Has some experience as a lay preacher. Would have no objection to form a small class of young ladies and gentleman to instruct them in the higher branches. To a dentist or chiropodist he would be invaluable; or he would cheerfully accept a position as bass or tenor singer in a choir." The writer said that there seemed to be no answer to this, so after sometime the following was added; "P. S.—Will accept an offer to saw and split wood at less than the regular rates." He secured a position at once.

One cannot fight successfully if the aim is not proper. Parents cannot say what their children shall be; friends cannot say what your vocation shall be. They may guide you perhaps toward the best methods of attainment, but whenever they try to go further nine times out of ten we find farmers taking university courses, ministers as farmers, doctors as lawyers, and any number of misfits. It is nobody's business to say what another person shall be. We often read articles stating that

So-and-So, who is making an unparalleled success at what he is doing, ought to be doing something else. Whose is it to say that a man for the reason that he is an excellent minister will make an excellent college president? If he is such a successful man at what he is doing he has surely hit his mark and he will not be successful should he aim in another direction.

A person with an aim must have some programme of his plans or he will never reach his destined end. Just to be continually dinging at a thing does not mean attainment or success. A man working without a plan may be likened to a ship without a rudder: as it will go whither the wind listeth so he will be working here and there at this and that and if he strike a favorable port, it will be by mere accident.

Show me a man or woman whose deeds have found record in history and you will be shown one whose life has been ruled by a single aim; one who has gone straight to the goal, finding a way or making one; one whose eyes have never been moved from the mark; one whose difficulties and obstacles have been but stepping stones to success.

AFRICA,—WHAT OF HER FUTURE?

By Diana B. McNeil

AFRICA has long been known as the *dark continent*. Livingstone's wonderful exploration, however, brought the dawn of day, and ushered in a new epoch for this benighted land. Ever since then, it has gradually, but surely been coming forward into the lime-light of world interests and problems.

Through exploration and discovery, a flood of light has been thrown upon Africa's darkness, and now it stands forth revealed as a land of wonderful resources awaiting the rising of men possessed of the knowledge of wresting from her, her latent wealth. Five million square miles of wealth-producing land; extensive beds of minerals and costly ore; vast forests, rich with hard wood, and teeming with game; numerous cataracts and falls, "Unharnessed Rapids," wasting fifty thousand horsepower an hour, — these are Africa's store!

At no other time in history has mankind approached such a land with the present forces of achievement at his command. Because of this, no other transition of a country can furnish an analogy to the rapidity of progress in Africa. Modern scientific intelligence, the forces of skill and industry are the agents in this vast movement. Science has changed climatic conditions, rendering sanitary the most ill-reputed places. Through skill, railroads join the various centers of industry; lakes are cleft and churned by the propellers of steamboats, and tumbling streams and cataracts are enlisted in the services of lighting and telegraphy. Through industry, miles of wilderness and jungle have been converted into cultivated land; and great cities, such as Khartoun, Port Elizabeth and Cape Town, modern in every sense have been built where formerly only the native hut or Arab tent was visible. Africa, the once mysterious interrogation point, now becomes an exclamation mark as her true character is revealed!

It is true that Africa is practically out of the hands of the native inha-

bitants, The land is being colonized by Foreign Powers who through experience of centuries are skilled in methods of making material improvements and exploiting the land's resources. But, be this as it may, they cannot altogether overlook the rights of the original inhabitants. For there are present at work among them, forces which by bringing out the true metal of their character, will in time demand the recognition of their merit and worth. Christianity has ever shown itself to be the exponent of true civilization. The history of its ennobling influence in the Roman Empire, in the land of the Franks, in the British Isles, is its history in Africa. Wherever it advances, with a gentle yet potent hand it sweeps aside old dogmas and heathen creeds. It holds aloft the torchlight of learning, dispelling the shades of superstition and ignorance. And with what results? The horrors of barbarism retreat before the glory of Christian civilization. The old yet ever new story of Calvary appeals to the African's inner being. Its divine truths fire his heart for his Maker and arouse in him the spirit of true manhood. And, armed with the panoply of God, he enlists in the Christian army, forwarding the cause of the redemption of humanity.

In Christian institutions, the youth, the men of Africa's tommorow, are instructed in every field. Craftsmen, men of mechanical skill and business capability are in the making. In intelligence the native African competes with any other individual of similar opportunities. As individuals, they disprove the theory of mental incapacity due to generations of ignorance. Have not those privileged to attend foreign Universities won honors for various kinds of mental achievement?

The matter of the development of Africa, and the ability of her people is no longer in question. The problem now is, "What force shall predominate?" Shall the home governments of the colonists be led by Christianity, or the spirit of Godlessness? By the appeal of humanity, and justice, or selfish materialism and commercial greed? If by the latter, let them bear in mind that Liberty and Justice know no defeat! Though seemingly vanquished, like Truth, they ever spring up victorious! Let those Powers recall to memory the crusades in freedom's behalf led by Garribaldi, Bolivar, Toussaint L'Ouverture. Have they forgortten the year 1776, the battle of Manila Bay? Can they ultimately expect their conduct to be esteemed by other nations if they misrepresent civilization by presenting to the African its vices? If they crush and trample underfoot the rights of humanity?

The turmoil of the present European conflict involves Africa more than many people realize. Of the six Powers holding possessions in Africa, five are engaged in this great strife of nations. This means that their African colonies are interested in the war, and not only the European colonists, but also the native subjects have been pressed into service. Whatever the outcome of the war then, the rights of the African subject must receive greater recognition. He has proved his loyalty to his government, he has demontrated his ability as a soldier, he has broadened his mind and knowledge of world movements and interests by this contact with the soldiery of the leading nations. With such

a subject, no atrocities, as those resorted to a few years ago in forcing labor on the Congo "Royal Domain," will be possible. Furthermore, although seemingly paradoxical in the face of the present fratricidal strife, humanity as a whole is advancing in its standards and ideals, and will no longer tolerate the rank injustice of the past.

Man advances toward his destiny not as an individual, nor even as a nation, but as the whole race of mankind. His highest destiny will never be reached, as long as he continues his inhumanity to his fellowmen. The stronger must lend a helping hand to the weaker. Christian duty must supplant selfish motive, and above all, merit and worth must be judged on the basis of Christian character and sterling manhood. These principles are gradually but certainly being realized. In their fuller realization lies the hope of Africa, the fulfillment of the wonderful promises of her latent resources and manhood,—the future of Africa.

EXCHANGES

Negroes are migrating to the North in unprecedented numbers and are preparing to come in greater numbers in the Fall. They are attracted by the larger wages offered and the opportunities to enjoy larger personal, political and civil freedom. In some sections of the South they stand in constant dread of personal violence and are leaving to escape oppression.

The Conference on Negro Migration, assembled under the auspices of the National League on Urban Conditions among Negroes, wishes to go on record as believing:—

I. That this is the time of all times for Negroes of the South and Whites of the South to arrive at a better understanding of each other and of the value of the two races to each other.

II. That the Negroes' industrial opportunities in the North are unusual; that Northern employers are securing and secure in Negro labor, dependable, loyal, constant American labor and that this labor should not be abused or exploited, but should be cared for as well as any other labor.

III. That, although thousands of Negroes in excess of the normal migration have left the South since April last and more are to follow, still the great mass of the Negro population of the United States will remain in the Southland.

Therefore Be It Resolved:

I. In the South:—That wherever possible, whether in the city or rural community, organizations be formed with the following purposes:—

(a) To foster good feeling between the two races.

(b) To study the health, school and work needs of the Negro population.

(c) To develop agencies and stimulate activities to meet those needs.

(d) By training and health protection to increase the industrial efficiency of Negroes and to encourage a fairer attitude toward Negro labor especially in regard to hours, conditions and regularity of work and standard of wages.

(e) To increase the respect for law and the orderly administration of justice.

II. In the North:—That similar organizations be formed or existing organizations urged to take action which, in addition to the purposes already mentioned, shall seek to instruct the Negro migrants:

(a) As to the dress, habits and methods of living necessary to withstand the rigors of the Northern climate.

(b) As to the efficiency, regularity and application demanded of workers in the North,

(c) As to the danger of dealing or going with unscrupulous or vicious persons and of frequenting questionable resorts.

(d) As to the opportunities offered by the towns and cities of the North in schools, hospitals, police protection and employment.

(e) As to facilities offered by the church, Y. M. C. A. and Y. W. C. A. and other organizations.

SUMMER SCHOOL ANNOUNCEMENT.

PRINCESS ANNE ACADEMY, EASTERN BRANCH OF THE MARYLAND STATE COLLEGE OF AGRICULTURE, PRINCESS ANNE, MD.

June 25th to August 3rd, 1917.

THE FIFTH SESSION of the Summer School will open at Princess Anne Academy on June 25th.

The new law of the State of Maryland requiring that after June, 1915, all new applicants for certificates in the counties shall have received as a minimum training six weeks in summer school, means that the uncertified colored school teachers of the State who have not received adequate training on professional lines in the past shall have this minimum amount of professional training otherwise, the county school superintendents and supervisors will be liable to investigation and censure for failing to obey the law. Likewise teachers attempting to teach without such training would be illegally employed and probably unable to collect salary.

But there is a higher motive of appeal to the colored school teachers of Maryland. As a body these teachers desire improvement and many will make sacrifices to secure proper training. The Board of Trustees governing Princess Anne Academy have established summer courses for the purpose of offering to the teachers at a minimum cost the training required.

INDUSTRIAL TRAINING

Opportunity will be offered for training in such simple industries as may be required of the rural school teacher. Methods for organizing and carrying on these will be explained.

ADVANCED WORK

While rural and elementary school teachers will receive special attention, adequate courses will be also provided should candidates offer for advanced work in mathematics, science and pedagogy.

WHOLESOME SURROUNDINGS

The beautiful location of Princess Anne Academy, a large well kept campus, neat walks and drives, opportunity for healthful games and recreation offer to the city teacher an opportunity for recreation and at the same time afford necessary training. The decided change from the city to these wholesome country surroundings will make attendance at the Summer School equivalent to a vacation.

COUNTY SUPERINTENDENTS

We appeal to the county superintendents and county school commissioners to assist the colored school teachers in securing the advantages of this summer training. Abundant returns will be made to the schools in greater efficiency, increased energy and wider outlook of the teachers.

COURSES OF STUDY

An outline of the course is as follows:

I.—ENGLISH: ORAL—Reading, explanation, interpretation, how to acquire and use a vocabulary. WRITTEN—Various forms of written composition, such as notes, letters, themes. Methods of instruction.

II.—ARITHMETIC: Numerical concepts—Reading and writing numbers with rapidity, minor operations. Concrete examples: Actual measurements, making of estimates, business calculations; Methods of teaching.

III.—ADVANCED MATHEMATICS: Method of teaching advanced mathematics. Arithmetic by algebraic method. Constructive geometry.

IV.—AGRICULTURE: Methods. Use of common and natural phenomena. How to arouse interest and encouraging observation. Collection of things observed: Germination and growth of plants; Helpful and harmful growths, Practical methods in agriculture and the home garden: Demonstration plots. Animal husbandry and poultry raising.

V.—(A) DOMESTIC SCIENCE: The art of cookery. Classification of foods. Well balanced diet. Exercises in cooking and serving special foods. Foods for infants and invaldis. (B). Domestic sanitation as to foods, as to kitchens, as to table service, as to sewers and drainage. Preventable diseases.

VI.—PSYCHOLOGY: Practical relations and methods. The study of the child. Dangers in adolescence. Inter-relation of physical and mental states. Pedagogical psychology as related to industry.

VII.—EDUCATION IN MARYLAND: The geography of Maryland. The history of Maryland. Projects for the improvement of the colored schools of Maryland.

VII.—LECTURES: Lectures upon special topics, some of them illustrated: These Lectures include school organization, also general information primarily educational.

Other courses may be added if called for.

The State Superintendent of Public Instruction, Dr. M. Bates Stevens, will deliver lectures. Teachers who show a commendable desire for improvement will receive recognition. Credit will be given at the close of the term to those teachers who maintain a good standing during the summer course.

Special lectures, some of them illustrated, will be delivered on stated evenings of each week.

Excursions of an educational character will be organized on Saturday of each week. The cost by boat, train, or carriage will be shared equally by the students.

The registration fee must be paid when application is made. This will be refunded if the application is rejected. Books will be furnished at cost to teachers making application for purchase in advance. The use of most text and reference books will be free to the students of the Summer School. The text book on psychology and the one on general methods should be purchased by each student. Blank books, stationery, etc. will be furnished at cost.

Those desiring to board at the school will bring pillows, pillow-cases, sheets, white spread and blankets for single beds. Heavy articles of furniture supplied by the school without cost. Those occupying dormitories will take care of their own rooms while in attendance at the school and will be required to leave the rooms in good condition.

BOOKS REQUIRED FOR SUMMER SCHOOL

All students will be required to purchase "Everyday Pedagogy" by Lillian I. Lincoln published by Ginn & Company of New York City.

Those taking Agricultural Pedagogy will need "The Rural School, Its Method and Management" by Culter & Stone, published by Silver Burdett Co., of New York City.

Those needing a special textbook on methods in arithmetic should have "A Textbook on the Teaching of Arithmetic" by A. N. Stamper, American Book Company, New York.

Wells & Hart's first year algebra published by D. C. Heath Company of New York is recommended for those who wish to purchase an algebra for private improvement and "An Introduction to General Science" by Bertha Clark, American Book Company, New York, publishers.

TERMS

Registration fee	$ 1.00
Board for term in advance	24.00
	$25.00

Fill out and mail the blank to Principal T. H. Kiah, Princess Anne, Md., no later than June 15th, 1917.

The Summer School Faculty.

JOHN O. SPENCER, PH.D., PRESIDENT.

THOMAS H. KIAH, A. M., PRINCIPAL.
Agriculture, Pedagogy and Home Gardening.

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